Alberta
EDUCATION

Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2

July 23, 1984

Bernice Brennan
Reference Assistant
H.T. Coutts (Education) Library
University of Alberta
Edmonton, Alberta
T6G 2J8

Dear Ms. Brennan:

Re: Pilot Edition, Junior High Health Guide

Attached in response to your request is a copy of the pilot edition of the proposed Junior High Health curriculum.

Please be aware, and make your users aware, that this is a working document and subject to considerable change.

Sincerely,

Dr. Ardis Kamra
Learning Resources Officer
Health and Physical Education

AK/lp

Attachment

Junior High Health Curriculum Guide

1984

Pilot Edition

This document is being piloted in the 1984-85 school year.

Changes will be made as a result of feedback from pilot teachers and input from parents, community organizations, health professionals and others.

See pp. 77 for special recommendations regarding the teaching of Theme V, Human Sexuality.

A. RATIONALE FOR HEALTH EDUCATION

Each person begins life with unique characteristics, capabilities and limitations, and the potential to grow as a creatively productive person. Increasingly, however, the social environment becomes the major influence on a person's development: intellectual, social/personal, ethical/moral and physical.

As a contributor to the environment of adolescents, the school has a responsibility to assist young adults to see themselves, and others, as unique and important individuals. A health program which encompasses the multi-dimensional nature of the person, assists students to recognize their potential and to become aware of the alternatives that will enhance their personal lifestyles.

The rationale for health as a subject taught in Alberta schools comes directly from the Goals of Basic Education for Alberta as adopted by the Alberta Legislature Assembly in 1978.

"Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals."

Two of the "goals of schooling" provide the basis for the present health program:

- "To acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being."

- "To acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work."

To deal effectively with today's health problems, students must understand the many factors which influence the decisions they make, such as peer pressure, advertising and family and community values. Moreover, they must be aware of the decision-making process, and learn decision-making skills. In this regard, they must be aware of the importance of values which guide the decisions they make.

Because values play such an important role in decision-making, they form an important part of the health curriculum. There are learning objectives which examine the nature of decision-making and the role of values, to help students to understand the place of values in their own lives. The following Table 1 gives examples from the curriculum guide.

TABLE 1

GRADE	I) Theme II) Sub-theme	CONTENT
7	I) Self-Awareness II) Self	Self-esteem assumes that one has value, but does not hold an attitude of superiority.
7	I) Relating to Others II) Peers	Qualities of a friend: dependable, loyal, honest, helpful, caring, sincere, other.
7	I) Life Careers II) Self-Understanding	Factors aiding career decisions: interests, abilities, temperaments, values, other.
7	I) Body Knowledge II) Safety and First Aid	Babysitting: responsibilities, conditions of employment.
7	I) Human Sexuality (optional) II) Male/Female Roles	Influences on stereotyping: family, school, media, peers.
8	I) Self-Awareness II) Feelings	Managing feelings: appropriate and constructive ways of expressing feelings.
8	I) Relating to Others II) Family	Family functions: material, emotional, intellectual. Family roles: provider, nurturer, confidante.
8	I) Life Careers II) World of Work	Influence of occupations on life-style: where one lives, social status, respect and recognition.
8	I) Body Knowledge II) Nutrition	Special nutritional needs during adolescence.
8	I) Human Sexuality (optional) II) Male/Female Roles	Reactions to non-traditional roles: female truck drivers, male secretary, house husbands, other.
9	I) Self-Awareness II) Decision-Making	Importance of developing flexible outlooks and behaviors.
9	I) Relating to Others II) Peers	Friendships: relationships develop according to mutual needs, expectations and values.
9	I) Life Careers II) Career Exploration	Delaying choices and activities, advantages and disadvantages.
9	I) Body Knowledge II) Health Care Products and Services	Responsible selection and use of health care products and services.
9	I) Human Sexuality (optional) II) Sexual Decision-Making	Teenage pregnancy: causes of teenage pregnancy - lack of information, increased sexual activity among younger persons, failure to use effective contraception, other.

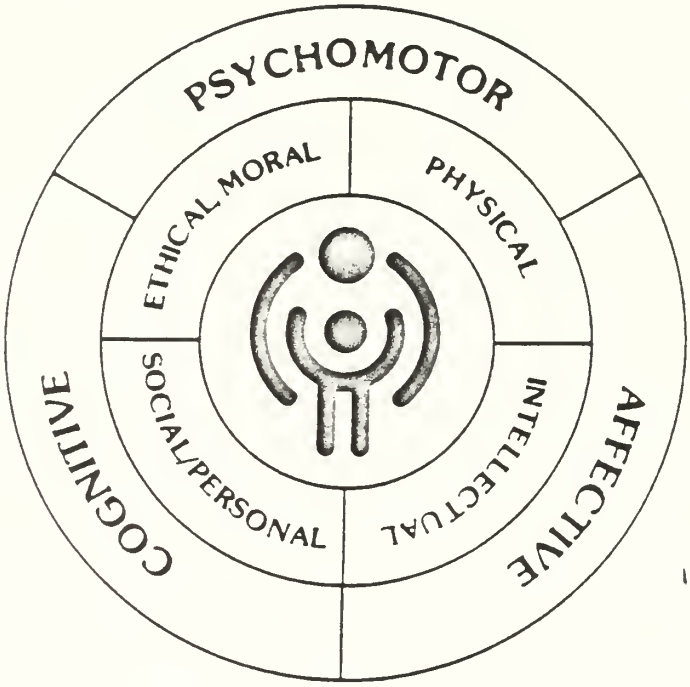
It is important to remember that all three domains of learning; cognitive, affective, and psychomotor must be addressed. The following is an illustration of the process.

DIMENSIONS	CONCEPTS		
	COGNITIVE (knowledge)	AFFECTIVE (attitudes)	PSYCHOMOTOR (skills)
Physical	The role of nutrition and balanced diet to good health.	Good health is achieved through proper nourishment.	Eats a balanced diet.
Social/ Personal	Peer groups may influence an individual.	Relationships develop according to mutual needs, expectations and values.	Chooses friends wisely.
Ethical/ Moral	Understands individual similarities and differences.	Is sensitive to other points of view.	Practices understanding for the opinions and rights of others.
Intellectual	Identifies the steps in a decision-making process.	Develops flexible outlooks and behaviors.	Analyzes the pros and cons - considers alternatives before reaching a decision.

To be effective, health teaching must be a responsibility shared with the home and community. It is important to inform parents and to involve community resource persons in the health programs. This is not just for information's sake but, to encourage on-going health education outside the classroom.

B. GOALS AND OBJECTIVES

The goal of health education is student growth in useful knowledge, healthy attitudes, and desirable lifelong skills in the four main dimensions of human well-being: physical, intellectual, social/personal, and ethical/moral. This process can be applied to all content areas of the Junior High Health Curriculum.



HEALTH LEARNING MODEL

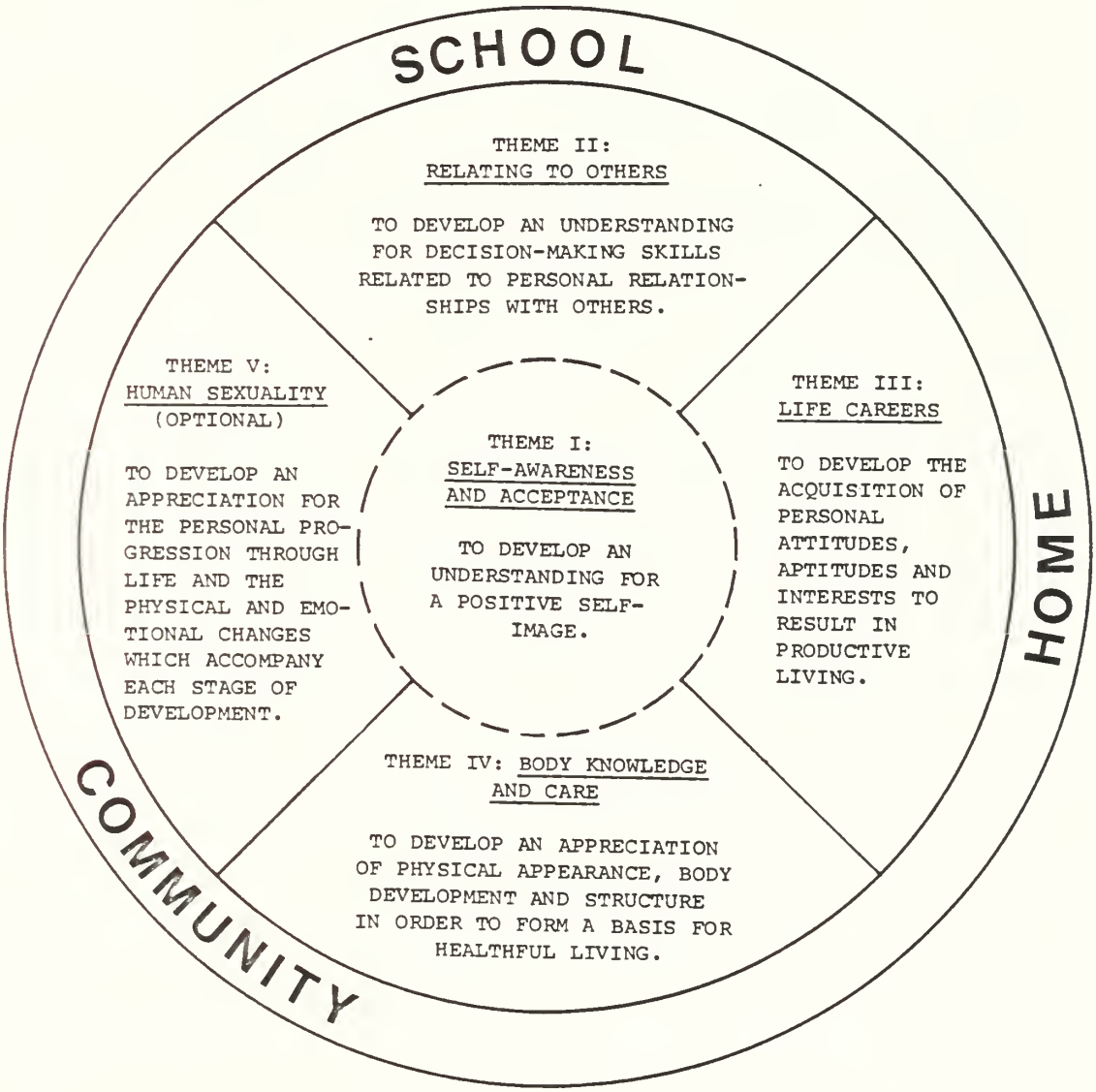
TABLE OF CONTENTS

C. THEMES OF THE HEALTH PROGRAM

The program structure for Health Education encompasses the following five theme areas:

Theme I - Self-Awareness and Acceptance
Theme II - Relating to Others
Theme III - Life Careers
Theme IV - Body Knowledge and Care
Theme V - Human Sexuality (optional theme)

Just as the dimensions of human well-being interrelate, the concepts of the Junior High Health Education must also interrelate.



D. THE ADOLESCENT

In order to assist the adolescent in the ongoing learning process, educators must be aware of the basic nature of this age group. Developmental psychologists view adolescence as the period of time in which (individuals) seek to establish personal identity. Erikson defines the basic psycho-social task of adolescence as "the achievement of identity".[1] He states that adolescents must become persons in their own right as persons who are in charge of their lives, who know who they are. John Mitchell also speaks of the need of the adolescent to "formulate a personal identity."[2] He defines personal identity as the way "a person thinks of and defines himself, taking into consideration his own expectations of himself and the roles society assumes he will carry out."[3] This personal identity is formed by the adolescent through interaction with the environment and introspects within oneself.

Building on Erikson's work, Robert J. Havighurst states that: "Living in modern society is a long series of tasks to learn."[4] These developmental tasks, as he calls them, are "those things that constitute healthy and satisfactory growth in our society."[5] Havighurst defines adolescence as a time of physical and emotional maturing during which the principal lessons are "emotional and social, not intellectual".[6] The developmental tasks of adolescence are:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physicque and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Preparing for marriage and family life.
6. Preparing for an economic career.
7. Acquiring a set of values and an ethical system as a guide to behavior.
8. Desiring and achieving socially responsible behavior.

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1. Erik Erikson, Childhood and Society, 1956, quaoted in Robert J. Havighurst, Developmental Tasks and Education, New York: David McKay Co., 1974, p. 44.

2. John Mitchell, The Adolescent Predicament, Toronto: Holt, Rinehart, and Winston, 1975, p. 51.

3. Ibid.

4. Robert J. Havighurst, Developmental Tasks and Education, New York David McKay Coi., 1974, p.2.

5. Ibid.

6. Ibid.

Much has been written about the needs of the adolescent. John Mitchell[7] defines these needs as follows:

1. The need for self-importance. Adolescents need to feel that they hold significance and possess a special noteworthiness unique to them if they are to have feelings of self-worth.

2. The need for introspection and self-analysis. Adolescents need time to evaluate, analyze, and inspect self to establish a personal identity.

3. The need to sample identities. The adolescent must experiment with various social roles and test different aspects of his/her own personality as he/she forms a personal identity.

4. The need to make a difference. The adolescent has a need to be recognized, esteemed, appreciated, to feel that he/she makes a difference.

5. The need for primal assertion. The adolescent has a need to establish the primacy of self and to master the environment.

6. The need for intimacy. The adolescent needs to be loved and respected and to be involved in close personal relationships.

The Junior High Health Education Program addresses itself specifically to the needs and developmental tasks of adolescence.

Theme I focuses on self-awareness, and encourages positive personal growth. Theme II makes students aware of the importance of others in the development of a positive self-concept. This unit assists students in understanding the need for close interpersonal relationships and provides skills for enhancing these relationships. The developmental task of preparing for an economic career is carefully addressed in Theme III. A satisfying and fulfilling life must include the responsibility for one's personal health and safety, in the holistic sense. This issue is fully addressed in Theme IV. Theme V stresses the importance of understanding one's own and others' sexuality, and the need for informed decisions regarding expressions of sexuality.

In essence, the Junior High Health Program is designed to assist the student to achieve his or her fullest potential in the ongoing process of learning and personal growth.

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7. Ibid.

E. THE EXCEPTIONAL STUDENT

The needs of the exceptional student in the regular class setting can be met within the health curriculum. The method of introducing and reinforcing health concepts is through student-centred activities and resources that allow students to relate what they are learning to their own personal experience. The goal is for students (within their particular capabilities) to respond to the best of their own ability.

The philosophy of the Alberta Health Curriculum supports and reinforces the Living and Vocational Skills theme of the Alberta Special Education Curriculum. For those students being taught the Living and Vocational Skills, it is felt that the health objectives are being met.

The emphasis placed on self-worth allows each person to experience success.

F. TOLERANCE AND UNDERSTANDING

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources: religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics.

The school curriculum has an important role to play in the development of healthy interpersonal and intergroup attitudes and relations. The health program is designed to assist students in self-understanding and relationships with others. It encourages respect and dignity for ourselves and each other as worthwhile human beings.

Acknowledgement: Program of Studies for
Elementary Schools, Revised 1984.

G. DECISION-MAKING MODEL

The following serves as a guide to assist teachers in discussing the decision-making process and to assist students in learning decision-making skills.

Decision-Making Model

Steps:

- identify the problem
- assess sources of information regarding the problem
- consider all possible alternatives
- make a decision based on the pros and cons of each alternative and its consequences for self and others and the situation
- decide on a course of action that will support the decision
- accept responsibility for the decision
- put a plan of action into effect
- evaluate the success of the plan and the decision
- change the decision or make sure that future behavior is consistent with the decision, depending on the success or failure of the original decision

H. CONTENT

1. Time Allocation

Junior high students must receive a minimum of 150 hours of instruction in health over three years. Health must be offered each year. It is recommended that 50 hours of instructional time be provided in each of grades 7, 8, and 9. This time is to be considered as distinct from the time allocation for physical education or for any other subject and health should be timetabled as such. Incidental health instruction will not meet the aims and objectives of this program.

Where the optional Theme V - Human Sexuality is offered, schools and/or jurisdictions must increase the above mentioned time allotment for health in order to accommodate this theme.

Regardless of the time allotment for health, core content in each of the four compulsory themes must be addressed in each year of instruction. A balance of instruction in each theme should be maintained according to the following recommendations:

	Theme I	Theme II	Theme III	Theme IV	Optional Theme V
Grade 7	25%	25%	15%	35% *	**
Grade 8	20%	30%	20%	30% *	**
Grade 9	20%	20%	45%	15% *	**

* 100% = 50 hours

** Where the optional Theme V - Human Sexuality is offered, the time allotment should not exceed 20% of the total hours of instruction in health.

Twenty percent of the content in each of the four compulsory themes is labelled "elective". Elective content enables teachers to go beyond the core content.

Bearing in mind that circumstances vary from jurisdiction to jurisdiction, the following order of instruction is suggested:

Theme I - Self Awareness and Acceptance
Theme IV - Body Knowledge and Care
Theme III - Life Careers
Theme V - Human Sexuality (optional)
Theme II - Relating to Others

Notwithstanding the above-mentioned order, teachers must keep in mind that specific sub-themes may be more appropriately taught at other times in the school year: for example, Grade 7 Theme II Sub-theme B - School and Grade 7 and Grade 8 Theme IV sub-theme E - Safety and First Aid.

2. Overlap

Some of the content of the junior high health curriculum may be perceived as overlapping the content of other junior high subject areas. Teachers, however, must bear in mind that the health curriculum is taught from a different perspective. The thrust of the health curriculum is as much towards process as it is towards content. The health curriculum endeavours to address each of the three learning domains: the cognitive (knowledge), the effective (social learning, attitudes), and the psychomotor (skills) in ways that are personally relevant to junior high students. The focus of this curriculum is on the individual student's perspective of health issues.

3. The Family

Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grandparents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purposes the nurturing of the child, and provision for the physical, emotional and psychological security of the family members. Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only family unit.

4. School, Home and Community Involvement in Health Education

"The ultimate aim of education is to develop the abilities of the individual in order that he/she might fulfill his/her personal aspirations while making a positive contribution to society."

(The Goals of Basic Education of Alberta, 1977)

The junior high health curriculum in its broadest sense is education for living. Students will be provided with experiences that encourage them to know themselves more completely as individuals and to learn skills vital to effective interaction with others and with their environment.

The family is the basic unit of society. Learning starts with the family. The individual's self-concept, value system, and relationships are influenced by the family. However, health education is a shared responsibility of the home, the community, and the school.

Teachers should be cognizant of this shared responsibility and exhibit this awareness in their teaching. Teachers must be alert to value-laden content, activities that may invade the privacy of the individual or the family, and the beliefs of the community.

Teachers are encouraged to focus on the positive aspects of the content and on the development of the self-worth of each student.

Experience in teaching in all subject areas indicates that community acceptance is greatest when there is an unobstructed flow of information among the home, the community, and the school. This is especially true when teaching human sexuality. The following conditions will enhance community acceptance of the health program and the human sexuality theme:

1. Board approval (a requirement).

2. a parent information night to meet the teacher(s) and to review learning resources and teaching concepts.

3. parental permission obtained for each child who will attend classes.

A student is a member of a home, a school, and a community. It is expected that the teacher will encourage communication among the home, the school, and the community. Where appropriate, parents and community agencies should be involved in classroom events.

5. Theme V - Human Sexuality (Optional)

Human Sexuality is a complex subject. It is part of both our social/emotional make-up as well as our physical being. An individual's sex is one of the first characteristics noted by others. It is recorded at birth and on almost every form thereafter. Sexuality partially determines how individuals approach society and how society approaches individuals. It is indeed a most significant aspect of one's identity.

Students at the junior high school level are highly interested and motivated to learn in the area of human sexuality. With the physical and emotional maturing characteristic of early adolescence come the needs to adjust to and accept one's body, to become accustomed to increased sexual interests and desires, and to achieve more mature relationships with family and peers (of the same and opposite sex).

Therefore, it is important for students to receive accurate knowledge about topics related to human sexuality and to become aware of a process for making decisions about expressing sexuality. It is also necessary for students to process this factual information and to personalize it if the information is to be useful to them. However, it is also important that students be given a chance to examine attitudes, values and behavior in this area. It is anticipated that when students complete this theme they will have increased knowledge about their own and others' sexuality, will be more comfortable with their own sexuality and will therefore be better prepared to make more responsible decisions about expressions of sexuality.

Teaching in the area of human sexuality presents some special challenges to the health teacher. It is extremely important that the teachers be comfortable with their own sexuality. The success of this theme and the impact of the theme on encouraging positive attitudes in students to their own sexuality hinges on the teacher. It is also important that the teacher have the skills necessary to create a safe, open, non-judgmental environment in which students feel comfortable exploring and learning about their own sexuality.

Values issues are certain to be raised in discussing human sexuality. Parents play the major role in determining their children's knowledge, attitudes, values and behavior in the area of sexuality. For a variety of reasons, however, parents do not always feel qualified to provide education in human sexuality to their children. Parents, overall, are enthusiastic about and supportive toward school involvement on sex education programs. It is important that parents be kept informed and involved in the program through letters, home and parent meetings. The role of the school is not to displace parents, but to offer support and assistance to them.

SCOPE AND SEQUENCE

THEME I. SELF-AWARENESS AND ACCEPTANCE		
GRADE 7	GRADE 8	GRADE 9
A. SELF		
1. Self-Awareness - components - positive effects	1. Self-Concept - definition (Review) - effect of life experiences - social and environmental factors	1. Self-Concept and Future Achievement - positive self-concept - negative self-concept - influences of development
2. Self-Concept - definition - development - influences on self-concept - effect on feelings, thoughts and behaviors	2. Relationship Between Self-Concept and Behavior	2. Perceptions of Others - effect on self-concept - reasons for differences
3. Self-Respect - definition - importance	3. Effects of Positive and Negative Treatment - positive support - effects of positive treatment on others - effects of negative treatment on others - negative effects on oneself	3. Interdependence - definition - alone vs lonely - need for others
4. Change and Growth - physical - social/personal - intellectual - ethical/moral	4. Values and Decision-Making - definition of values - acquisition and assimilation of values - changes in values - decisions	4. Change and Personal Responsibility - strengths - areas of potential change - ways of changing - influences of others - personal responsibility

THEME I. SELF-AWARENESS AND ACCEPTANCE		
GRADE 7	GRADE 8	GRADE 9
A. SELF		
5. Body Image - definition - development - attitudes	5. Individual Strengths - enhancing self-image	5. Values and Decision-Making (Review) - definition - acquisition and assimilation of values - changes in values - decision-making model
6. Individual Similarities and Differences - physical - social/personal - intellectual - ethical/moral - individual uniqueness	6. Self-Esteem and Conceit (Review) - definition	6. Self-Esteem and Conceit (Review) - characteristics of self-esteem - characteristics of conceit
7. Positive and Negative Treatment - effects on self-concept		7. Personality - definition - positive characteristics - habits
8. Self-Esteem and Conceit - definitions		8. Social/Personal Needs - definition - providing support

THEME I. SELF-AWARENESS AND ACCEPTANCE		
GRADE 7	GRADE 8	GRADE 9
B. FEELINGS		
1. Feelings - definition	1. Mood Variation - definition	1. Expressing Feelings (Review) - definition
2. Recognizing Feelings - physical reactions - degrees of feeling	2. Managing Feelings - decision-making model - other methods - expression of feelings in others	2. Sensitivity to Others - importance
3. Managing Feelings - expressing feelings - managing feelings - coping with feelings - influences on expression of feelings - appropriate and inappropriate behavior	3. Effects of Emotions - favorable - unfavorable	3. Emotional Expression in Others - reasons for lack of expression - dealing with lack of expression
4. Individual Growth - social/personal - intellectual		4. Emotional and Physical Health - relationship - health problems
5. Right to Privacy - definition - importance		

THEME I. SELF-AWARENESS AND ACCEPTANCE		
GRADE 7	GRADE 8	GRADE 9
C. DECISION-MAKING		
1. Decision-Making Model - steps - other models	1. Passive, Assertive, Aggressive - definition - examples - appropriateness	1. Changing Emotions - effects on people
2. Importance of Flexible Outlooks and Behaviors	2. Recognizing Alternatives - decision-making model	2. Recognizing Depression - definition - symptoms - coping with depression
3. Accepting Responsibility - definition - influence of/on others	3. Accepting Responsibility (Review) - definition - examples	3. Suicide - definiton - myths - clues - intervention - long range support
4. Congruence - definition - values, attitudes, behaviors	4. Behaviors Affect Others - effect of behavior on others	4. Flexible Outlooks and Behaviors - importance - coping with stress

THEME II. RELATING TO OTHERS		
GRADE 7	GRADE 8	GRADE 9
A. PEERS		
1. Friendship - qualities of a friend - definition of a friend - communication with friends	1. Peer Groups - definition - role of peer groups - communication - accomplishments of others	1. Dating - social custom - steady dating - communications - appropriate behavior
2. Influence of Friends - personal needs - cliques	2. Peer Pressure - definition - influence of peer groups	2. Friendships - development of relationships - changes in relationships - reasons for relationships - importance of relationships
3. Developing New Friendships - importance of new friends - decision-making	3. Friendships - importance - stress	3. Love - definition - complexity of feelings involved - physical attraction - types
4. Parents - concerns of parents - parents care	4. Parents (Review) - concerns of parents - parents care	
B. SCHOOL		
1. School - place to learn - timetabling - rules - behavior - study and homework		

THEME II. RELATING TO OTHERS		
GRADE 7	GRADE 8	GRADE 9
B. SCHOOL 2. Student Services - available personnel - roles and location of resource personnel - access to student services		
C. FAMILY		
1. Structure and Function of Families - definition - family arrangements - family functions - family roles - transmission of culture	1. Structure and Function of Families (Review) - description - family arrangements - family functions - family roles	1. Structure and Function of Families - description (Review) - family arrangements (Review) - family functions (Review) - family roles and stereotypes
2. Relationships Among Family Members - rights and responsibilities - resolving conflicts - birth order positions - enhancing relationships	2. Relationships Among Family Members - communication skills - problem solving - enhancing relationships	2. Relationships Among Family Members - communication skills (Review) - problem solving (Review) - freedom vs responsibilities - interdependence - enhancing relationships (Review)

THEME II. RELATING TO OTHERS		
GRADE 7	GRADE 8	GRADE 9
C. FAMILY 3. Life Stages - individual and family life cycles - alternate family life cycles	3. Life Stages - individual and family life cycles (Review) - development tasks - crisis situations - grief process 4. Running Away - reasons - consequences - problem-solving	3. Life Stages - individual and family life cycles (Review) - attitudes towards others - crisis situations (Review) - grief process (Review)
THEME III. LIFE CAREERS		
A. SELF-UNDERSTANDING 1. Work Related Values 2. Differing Interests, Needs, Attitudes - personal interests - learning styles - personality types	1. Career Decisions - decision-making model - factors involved 2. Learning Styles - innovative - analytic - common sense - dynamic	1. Career Decisions (Review) - decision-making model - factors involved 2. Individual Characteristics - interests - abilities - aptitudes - attitudes. - temperaments - needs - values

THEME III. LIFE CAREERS		
GRADE 7	GRADE 8	GRADE 9
A. SELF-UNDERSTANDING		
	3. Time Management - methods - importance - effect of technology	3. Self-Appraisal - past developmental changes - future developmental changes - effects of new learning and experiences
	4. Job Stress - reasons for stress - results of stress	4. Applying for a Job - appearance - communication skills - references - previous experience - specific skills - attitude
	5. Work and Contributions to Society - types and contributions - effect on personal dignity	5. Keeping a Job
B. WORLD OF WORK		
1. Needs Met Through Work - financial - societal - personal	1. Influence of Occupation on Lifestyle - where one lives - social status - respect and recognition - other	1. Job Classification - common classification - alternative classification

THEME III. LIFE CAREERS		
GRADE 7	GRADE 8	GRADE 9
B. WORLD OF WORK		
2. Leisure Activities and Self-Expression - types of leisure activities - volunteer work - value leisure and volunteer activities	2. Occupational Interdependence - definition of interdependence - description	2. Working Conditions and Careers - time requirements - duties and responsibilities - physical requirements - environmental conditions
3. Leisure Activities and Career Opportunities		
C. CAREER EXPLORATION, PLANNING AND PREPARATION		
	1. School Subjects and Occupations	1. Planning - long range plans - short range plans - delaying choices and activities
	2. Personal Evaluation	2. High School Requirements - junior high grades and course selection - credit system - diplomas - high school programs
	3. Skills and Educational Levels - types of skills - levels of education - relationship of skill and education level to occupation	3. Personal Exploration - abilities - aptitudes - interests - others

THEME III. LIFE CAREERS		
GRADE 7	GRADE 8	GRADE 9
C. CAREER EXPLORATION, PLANNING AND PREPARATION		4. Courses and Careers 5. Choices Within Careers - research a job/career - interview person in selected career/job
THEME IV. BODY KNOWLEDGE AND CARE		
A. BODY SYSTEMS 1. Major Body Systems - major body systems (Review) - functions - components 2. Interrelationship of Body Functions 3. Brain 4. Stages of Human Growth B. NUTRITION	1. Proper Nourishment - good health - balanced diet - definition of nutrition	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	GRADE 8	GRADE 9
A. BODY SYSTEMS		
	2. Nutrients - definition - classification - functions - examples	
B. NUTRITION		
	3. Dietary Guidelines - purpose - Canada's Food Guide	
	4. Variance in Nutrient and Energy Content - nature of food - energy content	
	5. Adolescent needs - nutrient needs	
	6. Effect of Nutrition - on individual - body shape, proportion	
	7. Daily Food Plans	
	8. Fast Foods	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	GRADE 8	GRADE 9
B. NUTRITION	9. Nutritional Supplements, Fad Diets, Health Foods - nutritional supplements - differences between regular diets and fad diets - health foods - "natural foods"	
C. PHYSICAL FITNESS		1. Physical Fitness - characteristics of a fit person - benefits of being fit (tests to determine) 2. Enhancing Physical Fitness - in school - out-of-school 3. Promoting Cardiovascular Fitness - aerobic exercise - anaerobic exercise 4. Importance of Fitness - life stages - situations requiring optimum fitness 5. Implementing individual Physical Fitness Programs

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	GRADE 8	GRADE 9
C. PHYSICAL FITNESS		6. Influences on Physical Fitness - rest, sleep - effect of exercise
D. SAFETY AND FIRST AID		
1. Emergencies - definition - emergency procedures	1. Accidents - definition	
2. First Aid - priorities - shock - life-threatening injuries - other injuries	2. Cause of Accidents - capabilities - actions	
3. Safety, First Aid, and Baby Sitting - care of children - babysitting	3. Prevention and Control - methods of prevention - controls and education - enforcement of legislation	
	4. Vehicle Operation - knowledge, attitude - sources of information	
	5. Hitchhiking - facts for hitchhikers - facts for drivers	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	GRADE 8	GRADE 9
E. DISEASES 1. Disease - allergies and diseases - causes of allergies and diseases - symptoms of allergies and diseases - treatment of allergies and diseases - prevention of allergies and diseases - infectious diseases - spread of infectious diseases - preventing the spread of infectious diseases 2. Chronic Illnesses - characteristics - detection - possible causes - control and treatment - prevention - support agencies - myths 3. Influence of Heredity and Development on Disease 4. Disease Control		

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	GRADE 8	GRADE 9
F. CLEANLINESS 5. Influence of Athletics on Skin, Hair and Nail Disorders - skin - hair - nails		
G. DRUG ABUSE		
1. Drug Use/Abuse - definitions - examples	1. Drug Use/Abuse - definitions (Review) - examples (Review)	
2. Similarities/Examples - universality of abuse - determining abuse - commonly abused drugs	2. Reasons for Drug Use - common reasons	
3. Drug Effects - desirable and undesirable - examples - interactions	3. Assessing Risks - risks vary - possible risks	
4. Accurate Information - sources - categories - facts - myths	4. Drug Interactions	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	GRADE 8	GRADE 9
F. CLEANLINESS 1. Skin, Hair, Nails - structure and function of skin (Review) - structure and function of hair (Review) - structure and function of nails (Review) - adolescent problems with skin, hair, nails 2. Daily Hygiene - personal routine - reasons for a routine 3. Relationship Among Cleanliness and Nutrition, Dental Hygiene and Physical Activity - food handling practices - dental hygiene - hygiene and physical activity 4. Cosmetics and Personal Hygiene Products - use of personal hygiene products - use of cosmetics		

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	GRADE 8	GRADE 9
G. DRUG ABUSE		
5. Reasons for Drug Use - common reasons - factors leading to drug abuse	5. Factors Affecting Drug Use/ Abuse	
6. Assessing Risks - individual - factors influencing risks	6. Causes and Implications of Drug Abuse	
7. Laws and Regulations - Canada Food and Drug Directorate - controlled substances - purpose of drug legislation	7. Problems Associated With Drug Use/Abuse	
	8. Decision-Making - model (Review) - factors to consider - examples	
	9. Alternatives to Drugs	
	10. Services and Agencies - purposes - examples	

THEME IV. BODY KNOWLEDGE AND CARE		
GRADE 7	GRADE 8	GRADE 9
H. HEALTH CARE PRODUCTS AND SERVICES		1. Health Care Products - factors in decision-making 2. Health Care Services - health professionals - community health services - emergency health services - other 3. Consumer Protection - legislation - standardization - hospital and medical care - insurance 4. Decision-Making - factors - benefits - examples
THEME V. SEXUALITY		
A. PUBERTY 1. Puberty - definition - individual differences	1. Puberty (Review)	1. Puberty (Review)

THEME V. SEXUALITY		
GRADE 7	GRADE 8	GRADE 9
A. PUBERTY		
7. Alternatives to Pregnancy - abstinence - contraception (purpose, function) - decision-making	7. Alternatives to Pregnancy - abstinence - contraceptive methods - decision-making	
B. MALE/FEMALE ROLES		
1. Sex Role Stereotyping - definitions - in careers - male/female differences - influences on stereotyping	1. Sex Role Stereotyping - definition (Review) - advantages - disadvantages	
2. Role Alternatives - avoiding stereotyping - choosing roles freely - role choice and feelings	2. Sexual Double Standard - definition	
	3. Language and Stereotyping	
	4. Male/Female Roles - androgyny - non-traditional roles	

THEME V. SEXUALITY		
GRADE 7	GRADE 8	GRADE 9
A. PUBERTY		
2. Anatomy and Physiology - reproductive systems (male/female) - endocrine system	2. Functions of Hormones - testosterone - estrogen	2. Pregnancy and Health - reproduction (Review) - health considerations
3. Physical Changes During Puberty - female - male	3. Physical and Emotional Changes - females - males - social/personal	3. Menarche and Menopause - definition of menarche - definition of menopause
4. Emotional Changes in Puberty - individual differences - effect on relationships	4. Conception (Review) - definition of intercourse - definition of conception	4. Contraception - definition (Review) - advantages/disadvantages - determinants of use and misuse
5. Sexual Expression - forms - readiness - decision-making	5. Sexual Forms (Review) - description - maturity	5. Sexual Forms - types (Review) - maturity (Review) - appropriate behavior - lifestyles
6. Reproduction - conception - fetal development - birth - child care responsibilities	6. Reproduction (Review) - fetal development - birth	

THEME V. SEXUALITY		
GRADE 7	GRADE 8	GRADE 9
C. SEXUAL DECISION-MAKING	1. Respect and Sexuality - importance of respect 2. Influences on Sexual Attitudes - home - media - schools - peers - other 3. Exploitation - definition - examples - effects 4. Sexual Decision-Making - possible decisions - decision-making model - values and behavior 5. Assertiveness - definition - role in sexual decision-making 6. Sexually Transmitted Diseases - definition, types - attitudes	1. Teenage Pregnancy - causes - consequences - alternatives - prevention 2. Sexually Transmitted Diseases - definition - types - symptoms, treatment - attitudes

Theme I: SELF-AWARENESS AND ACCEPTANCE
Grade 7

FOCUS

"Each human being is born as something new, something that has never existed before. He is born with what he needs to win at life. Each person in (her) own way can see, hear, touch, taste and think for (herself). Each has his own unique potentials... capabilities and limitations. Each can be a significant, thinking, aware and creatively productive person in (her) own right..."

In an attempt to provide young people with opportunities to develop attitudes of self-awareness and acceptance, Theme I relates to three basic areas of interest:

1. The self.
2. Feelings.
3. Decision-making skills.

James, Muriel and Jongeward, Dorothy, Born to Win, Addison-Wesley Publishing Company, (Reading; 1971).

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

GOALS:

1. Understanding the nature of self-concept and factors which affect it.

2. Understanding and appreciating the importance of developing positive self-concept.

3. Understanding the impact of individual growth and change.

OBJECTIVES THE STUDENT

1. Has an increased awareness of self.

2. Defines self-concept.

3. Understands how self-concept is formed.

4. Differentiates between internal and external forces that shape self-concept.

5. Understands why self-respect is important.

6. Recognizes that people change in many ways, physically, mentally and socially.

7. Understands individual similarities and differences.

8. Understands the relationship between self-concept and thoughts, feelings and behaviors.

9. Recognizes the effects of positive and negative treatment.

10. Has an increased awareness of the directions in which people move as a result of growth and change.

11. Has an increased awareness of their physical characteristics.

12. Appreciates the importance of a positive body image.

13. Has an increased awareness of the effect of attitudes towards physical appearance on self-concept.

14. Understands that each person is unique and valuable.

15. Differentiates between self-esteem and conceit.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

CONTENT	LEARNING RESOURCES
1. SELF-AWARENESS a. Define self-awareness: - physical, mental, social b. Positive effects of self-awareness: - allows for more positive use of strengths - recognize qualities that might be improved - provides valuable information in decision-making - other 2. SELF-CONCEPT a. Define self-concept: - a quality composed of all the beliefs and attitudes one has about oneself - a factor that influences who people are, what they think they are, and what they may become - a quality which is relatively stable, but which may change over time b. Formation of self-concept: - treatment by parents and other important caregivers - behaviors and attitudes that are praised or criticized - later reinforcement of self-image by teachers, peers, employers	PRINT: (R)* - Building Better Health McDougal, Littel and Company, Chapter 1. - Creative Living: Basic Concepts in Home Economics Maclean Hunter Learning Resources, 1982, Chapter 1. - What Do You Like About Yourself? Developing a Positive Self-Concept Washington, D.C.: Home Economics Education Association, 1982. *(R) - Recommended Resource

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

CONTENT	LEARNING RESOURCES
- effects of discrimination and prejudice c. Internal and external influences: - internal: within the person; health; intelligence; physical nature; feelings - external: outside of the individual; environment; treatment by others; church; community influences d. Effect of self-concept on feelings, thoughts and behaviors: - self-concept influences the thoughts and feelings one has about others around them - self-concept influences behaviors: fighting, friendliness, risk taking, other 3. SELF-RESPECT a. Define self-respect: - feeling good about oneself as a person - being proud of one's self and showing respect for self and others	

CONTENT	LEARNING RESOURCES
- each person has strengths, and is always developing new skills throughout life b. Importance of self-respect: - having self-respect allows a person to become more accepting of weaknesses as well as strengths - allows a person to be willing to try new ideas; to risk - strengthens one's overall self-concept; provides opportunities to respect others 4. CHANGE AND GROWTH a. Physical. b. Social/personal. c. Intellectual. d. Ethical/moral. 5. BODY IMAGE a. Define, "positive body image": - having a positive view of one's physical qualities - having a realistic but positive view of one's physical strengths and shortcomings b. Development of positive body image: - awareness of 'normality;' that differences in development are a normal part of growth - awareness of the unrealistic images portrayed by the media and advertising	

CONTENT	LEARNING RESOURCES
- awareness of one's physical strengths and the ways in which one can accentuate the positives and minimize the negatives - awareness of the role that fitness and nutrition can play in determining a positive body image c. Attitude towards physical appearance and self-concept: - attitudes towards appearance positively or negatively affect self-concept since self-concept includes all our attitudes and beliefs - a person with positive self-concept is more likely to care about fitness, nutrition, cleanliness, appearance, dress - awareness of functionally disabled/physically impaired-impact on body image 6. INDIVIDUAL SIMILARITIES AND DIFFERENCES a. Physical: - skills - strengths b. Social/personal: - role in family - abilities and interests - peers	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

CONTENT	LEARNING RESOURCES
c. Intellectual: - attitudes - skills d. Ethical/moral: e. Uniqueness: - skills - attitudes - caring persons around role in family - personal abilities and strengths - hobbies and interests - friends - racial/ethno-cultural background 7. POSITIVE AND NEGATIVE TREATMENT a. Effect of positive treatment on self-concept: - creates more positive attitudes - develops openness towards others - improved self-image - more confidence - willingness to try new activities b. Effect of negative treatment on self-concept: - creates more negative attitudes - withdrawal from others - lower self-image - unwilling to try new activities	

CONTENT	LEARNING RESOURCES
8. SELF-ESTEEM AND CONCEIT a. Definitions: - self-esteem assumes that one has value, but does not hold an attitude of superiority - self-esteem says, "I am valuable as a person; "conceit says, "I am more valuable than anyone else." - conceit assumes an attitude of superiority over others, even when such feelings are not realistic or even based in fact - expressions of conceit such as "I am the greatest", may act as a mask to actual feelings of inferiority - conceit is not the result of having too much self-esteem; it is the result of an image being projected by an individual who may suffer from low self-esteem	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

Content Checklist

Self-Awareness:

---- definition
---- positive effects

Self-Concept:

---- definition
---- formation
---- internal and external influences
---- effect on feelings, thoughts, behaviors

Self-Respect:

---- definition
---- importance

Change and Growth:

---- physical
---- social/personal
---- intellectual
---- ethical/moral

Body Image:

---- definition
---- developing positive body image

Individual Similarities and Differences:

---- physical
---- social/personal
---- intellectual
---- ethical/moral
---- factors making individuals unique

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 7

Content Checklist

Positive and Negative Treatment:

---- description
---- effects

Self-Esteem and Conceit:

---- differences

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

GOALS:

1. Understanding the nature of feelings.
2. Understanding the importance of appropriate expression of feelings.
3. Understanding the importance of privacy.

OBJECTIVES THE STUDENT

1. Recognizes that feelings are natural.
2. Develops a feeling vocabulary.
3. Has an increased awareness and recognition of feelings.
4. Understands the importance of expressing feelings.
5. Understands how the expression of feelings may be managed.
6. Identifies when it is appropriate or inappropriate to express feelings.
7. Understands the importance of expressing feelings.
8. Recognizes that individuals have a right to privacy.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

CONTENT	LEARNING RESOURCES
1. FEELINGS a. Define feelings: - feelings are natural reactions to events - feelings are neither good nor bad, but a part of one's personality. (Our methods of expressing feelings may cause positive or negative consequences) - all people have feelings - love - hate - anger - frustration - joy 2. RECOGNIZING FEELINGS a. Physical reactions to feelings: - sweating - increased heartbeat - stomach cramps - dryness of throat - weak knees - tears of joy - other b. Degrees of feelings: - upset: hurt, sad, sorrowful, grief - annoyed: angry, enraged - amused: happy, joyful, ecstatic	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

CONTENT	LEARNING RESOURCES
3. MANAGING FEELINGS a. Ways of expressing feelings: - verbalizing - through actions - internalizing - positively or negatively b. Learning to express or manage feelings: - observation of family and peers - reactions to existing behaviors by significant others - messages (verbal or non-verbal) regarding appropriate or inappropriate behavior - repetition of childhood behaviors c. Coping with feelings: - seeking outside assistance - relaxation techniques - open communication - overwork - alcohol or drug use/abuse - withdrawal/meditation - eating behaviors - drug use abuse - jogging and exercise d. Factors affecting expression of feelings: - consideration of the particular feeling - consideration of one's own comfort level and trust level - consideration of the effect of the expression on others	

CONTENT	LEARNING RESOURCES
- consideration of the consistency between the feelings, expression and values--either of oneself or society	
e. Appropriate and inappropriate behavior:	
- appropriate behavior refers to acting in a manner which is especially suited to the situation or the emotion - inappropriate behavior refers to acting in a manner which is not particularly suitable. e.g. May include overreacting, acting in a manner harmful to self or others.	
4. INDIVIDUAL GROWTH IN CHANGING FROM ELEMENTARY TO JUNIOR HIGH AGE	
a. Social/personal:	
- more aware of feelings, mood swings are more common	
b. Intellectual:	
- better able to express oneself and have more mature attitudes	
5. RIGHT TO PRIVACY	
a. Define privacy:	
- being apart from the company or observation of others; isolation; seclusion; a feeling that you will be free from prying or intrusion	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

CONTENT	LEARNING RESOURCES
b. Importance of privacy: - need time alone; relaxation; meditation - can increase the comfort level in a classroom; no need to feel the pressure to divulge personal information - distress level is lowered if privacy is respected	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 7

Content Checklist

Feelings:

---- definition
---- types of feelings

Recognizing Feelings:

---- physical reactions to feelings
---- degrees of intensity feelings

Managing Feelings:

---- ways of expressing feelings
---- how individuals learn to express feelings
---- methods of coping with feelings
---- factors affecting expression of feelings
---- differences between appropriate and inappropriate behavior

Individual Growth in Changing from Elementary to Junior High Age:

---- ways young people change

Right to Privacy:

---- definition of privacy
---- importance of privacy at home or at school

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 7

GOALS:

1. Understanding the importance of using decision-making processes.

2. Understanding the importance of maintaining congruence between values and decisions.

OBJECTIVES THE STUDENT

1. Identifies the steps in a decision-making process.

2. Develops flexible outlooks and behaviors.

3. Accepts responsibility for attitudes and behavior.

4. Understands consistency among values, attitudes and behaviors.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 7

CONTENT	LEARNING RESOURCES
1. DECISION-MAKING MODEL a. Steps: - identify the problem - assess sources of information regarding the problem - consider all possible alternatives - make a decision based on the pros and cons of each alternative and its consequences for self and others and the situation - decide on a course of action that will support the decision - accept responsibility for the decision - put a plan of action into effect - evaluate the success of the plan and the decision - change the decision or make sure that future behavior is consistent with the decision, depending on the success or failure of the original decision b. Other models: - talking to friends and family - using counsellors, ministers, teachers or local resource agencies - observation of the methods that others use to make decisions successfully - reading or researching ideas	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 7

CONTENT	LEARNING RESOURCES
2. IMPORTANCE OF DEVELOPING FLEXIBLE OUTLOOKS AND BEHAVIORS - gives a greater variety of solutions to most problems - situations and people are always changing and what worked last time may be inappropriate or unsuccessful the next - limited choices means limited chances of solving more difficult problems or making more difficult decisions... 3. ACCEPTING RESPONSIBILITY a. Define personal responsibility: - to accept the consequences--positive or negative--of one's decisions and behavior b. Influence of/on others: - coaxing - daring - name calling - pointing out additional positive or negative information 4. CONGRUENCY OF VALUES, ATTITUDES AND BEHAVIORS a. Define congruency: - the agreement of all parts or features with the total or with each other	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 7

CONTENT	LEARNING RESOURCES
b. Relationship of congruency to values, attitudes and behaviors: - values and attitudes (internal) are often reflected in actions or behaviors (external). In these cases, the internal and external factors are consistent - congruency helps prevent confusion, feelings of guilt, and allows person to make decisions that are 'comfortable' to live with	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 7

Content Checklist

Decision-Making Model:

---- steps in decision-making process
---- other methods

Flexible Outlooks and Behaviors:

---- importance of developing flexible outlooks

Accepting Responsibility:

---- definition of personal responsibility
---- influence of others
---- influence on others

Congruency of Values, Attitudes and Behaviors:

---- definition of congruency
---- relationship of values, attitudes and behaviors to each other

FOCUS

Skills in interpersonal relationships, can aid the individual in making decisions about behavior that allows the person to feel good about himself/herself and function positively within his/her environment.

All individuals have basic needs including the needs for:

1. safety, security and trust in relationships.
2. a feeling that one is cared about and valued.
3. that one belongs and is accepted by others.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 7

GOALS:

1. Understanding and appreciating relationships with friends.

2. Understanding basic group processes and the importance of belonging to a group.

3. Understanding developing relationships with the opposite sex and expectations that individuals have in these relationships.

OBJECTIVES THE STUDENT

1. Identifies the qualities of a friend.

2. Recognizes the need for communication, understanding, sensitivity and co-operation with friends.

3. Appreciates the accomplishments of others.

4. Understands the influence friends have on each other.

5. Recognizes the need for developing new friendships.

6. Develops an appreciation of friendships with members of the opposite sex.

7. Recognizes parental concern over their friends as normal and caring.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 7

CONTENT	LEARNING RESOURCES
1. FRIENDSHIP a. Qualities of a friend: - dependable - loyal - honest - helpful - caring - sincere - other b. Definition of a friend: - someone who knows you - cares for you - accepts you - often shares the same interests c. Communication with friends: - ideas - feelings - goals - others 2. INFLUENCE OF FRIENDS a. The need to be recognized, esteemed, appreciated, to feel he/she makes a difference. b. Effects of cliques: - integration of new students	PRINT: (R) - Building Better Health McDougal, Littel and Company, pages 34-40. - Creative Living: Basic Concepts in Home Economics Maclean Hunter Learning Resources, 1982, Chapters 2 and 3. FILM: (R) - Get Used to Me Distributed by I.T.E., 1976. (16mm)

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 7

CONTENT	LEARNING RESOURCES
3. DEVELOPING NEW FRIENDSHIPS a. Importance of new friendships: - relationships develop according to mutual needs, expectations and values - relationships change as individuals change - different qualities and reasons for friendships b. Individual decision-making. 4. PARENTS a. Concerns of parents: - friends and their values - similarities and differences - influence of friends b. Parents care: - love - concern - accepting the growing independence	FILM: (R) - Get Used to Me Distributed by International Telefilm Enterprises, 1976. (16mm)

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 7

Content Checklist

Friendship:

---- qualities and definition
---- communication with friends
---- accomplishments of others

Influence of Friends:

---- need for recognition and appreciation
---- effects of cliques

Developing New Friendships:

---- importance of new friends
---- individual decision-making

Parents:

---- concerns of parents
---- parents care

Theme II: RELATING TO OTHERS
Sub-theme B: SCHOOL
Grade 7

GOALS:

1. Understanding the varied expectations of junior high schools.

2. Recognizing services available to students.

OBJECTIVES THE STUDENT

1. Recognizes school as a place to learn and develop social skills.

2. Identifies the pupil services available at school.

3. Understands the expectations of junior high related to study, homework and behavior.

4. Has an increased awareness of varied expectations of subject specialist teachers.

Theme II: RELATING TO OTHERS
Sub-theme B: SCHOOL
Grade 7

CONTENT	LEARNING RESOURCES
1. SCHOOL a. Place to learn: - core subjects, options - awareness of subjects related to life careers and choices b. Timetabling: - move as a class (CORE) as a group (options) c. Rules: - school - group rules - teachers - individual rules d. Behavior: - more personal responsibility for actions - different expectations by different teachers e. Study and homework: - study skills - homework assigned by many teachers 2. STUDENT SERVICES a. People available to students: - administrators, counsellors, learning assistance teachers - subject teachers, nurse, librarian, caretaker, clergy, policeman, other	

CONTENT	LEARNING RESOURCES
b. Roles and location of student services personnel: - administrators - in charge of school, set rules and expectations - counsellor - helps with personal, peer, family, school problems - learning assistance teachers - plans programs for special help in school work - subject teachers - available for extra help with school work - nurse - medical and personal problems; routinely checks students - librarian - assists in locating material for projects, etc. - caretaker c. Access to student services: - appointments, before and after school, other	

Theme II: RELATING TO OTHERS
Sub-theme B: SCHOOL
Grade 7

Content Checklist

School:

---- a place to learn
---- timetabling
---- rules
---- behavior
---- study and homework

Student Services:

---- available resource personnel
---- roles and location of student services personnel
---- access to services

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 7

GOALS:

1. Understanding that the family has universal functions in meeting the needs of society and individual members.

2. Appreciating that family members influence the lives of each other.

3. Understanding that families pass through a cycle of development and change.

OBJECTIVES THE STUDENT

1. Understands various family structures.

2. Identifies particular functions fulfilled by family members.

3. Recognizes similarities among families of different cultures.

4. Understands the role of the family in transmitting culture.

5. Understands the rights and responsibilities of family members.

6. Identifies positive ways of handling family conflicts.

7. Identifies advantages of birth order positions.

8. Identifies ways to enhance family relationships.

9. Identifies various life cycles.

10. Considers alternate lifestyles available to families.

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 7

CONTENT	LEARNING RESOURCES
1. STRUCTURE AND FUNCTION OF FAMILIES a. Definition of families: Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grandparents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purposes the nurturing of the child, and provision for the physical, emotional and psychological security of the family members. Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only family unit. b. Families: - two parent - single parent - adoptive - extended - foster - institutional - blended or step - group home - other	

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 7

CONTENT	LEARNING RESOURCES
c. Family functions: - material - emotional - intellectual d. Roles in the family: - provider, nurturer, confidante e. Transmission of culture: - cultural similarities and differences - importance of traditions - family reunions 2. RELATIONSHIPS AMONG FAMILY MEMBERS a. Rights and responsibilities of family members. b. Resolving conflicts e.g., parent-child, sibling-sibling. c. Uniqueness of birth position. d. Ways to enhance family relationships. 3. LIFE STAGES a. Individual and family life cycles: - birth through death - preschool, elementary, adolescence, adulthood, old age - adjustments b. Alternative family life cycles: - married - single - children - child free - work in home - work out of home	

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 7

Content Checklist

Structure and Function of Families:

---- definition of the family
---- family arrangements
---- family functions and roles
---- transmission of culture and traditions

Relationships Among Family Members:

---- rights and responsibilities of family members
---- resolving conflicts
---- birth order positions
---- enhancing relationships

Life Stages:

---- individual and family life cycles
---- alternative family life cycles

FOCUS

What people do with the time available in the total process of living becomes their life career. There is a need to recognize that on-going technological changes may free humankind from many of the routine tasks and drudgeries of the work place to become involved in new styles of time investment which, in turn, will change economic patterns.

> "Therefore, career education should be directed at how to live one's life as fully as possible, rather than thinking in the straitjacketed mould of education for employment. This latter observation is not to downgrade the importance of the world of work, but to upgrade education for life."
>
> Perceptions
> Brian Staples

In an attempt to provide young people with opportunities to develop attitudes of self in relation to the area of work, Theme III relates to three sub-themes:

A. Self-Understanding (Who Am I?)

B. World of Work (What Am I Capable of Doing?)

C. Career Exploration, Planning and Preparation (How Am I Going to Achieve My Career Goals?)

NOTE TO TEACHERS: When teaching this theme, the following points should be considered:

1. The highly competitive nature of the job market place.

2. The upward extension of the period of adolescence:

   a. longer job preparation periods.
   b. extended period of formal education.
   c. extended period of financial dependence on parents.

3. Higher levels of unemployment and partial employment.

4. Increasing importance of education for leisure time activity.

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 7

GOALS:

1. Understanding stereotyping and its effect on male/female roles.

2. Understanding the changing nature of male/female roles.

3. Understanding that career planning is a lifelong process which allows room for changes of specific vocational choices.

4. Understanding how occupations develop and exist to satisfy the needs of society and to contribute to the advancement of society.

5. Understanding the relationships between individual characteristics and career selection and satisfaction.

OBJECTIVES THE STUDENT

1. Has an increased awareness of the effect that time, place and culture have on defining roles.

2. Has an increased awareness of the various roles that people play in society and the needs these roles fulfill.

3. Has an increased awareness of the limiting nature of sex role stereotyping.

4. Has an increased awareness of the changing nature of male/female roles.

5. Identifies general values in relation to work.

6. Differentiates among personal interests, attitudes and needs.

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 7

CONTENT	LEARNING RESOURCES
1. SEX ROLE STEREOTYPING a. Define stereotyping. b. Sex role stereotyping in careers: - homemaker - nurse - truck driver - secretary - lawyer - Prime Minister - others c. Perceived and actual male/female differences: - actual: primary and secondary sexual characteristics - perceived: careers, household chores, emotions... d. Influences on stereotyping: - family - school - media - peers - culture - others 2. ROLE ALTERNATIVES a. Ways to avoid stereotyping. b. Importance of choosing roles freely. c. Feelings associated with traditional and non-traditional roles.	

CONTENT	LEARNING RESOURCES
3. WORK RELATED VALUES Values may relate to such things as: - finances - fame - power - social status - risk - contribution to society - other 4. DIFFERING INTERESTS, NEEDS AND ATTITUDES a. understanding personal interests. b. understanding different learning styles. c. understanding personality types.	PRINT: (R) - Building Better Health Green Level, Chapter 10. - What's My Line? Now is Tomorrow by W. Agincourt Pettingill, The Book Society of Canada Ltd., 1981. - Words on Work, An Integrated Approach to Language and Work by Stanley A. Nemiroff et al. Globe Modern Curriculum Press, 1981.

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 7

Content Checklist

Sex Role Stereotyping:

---- definition of stereotyping
---- sex role stereotyping and career choice
---- perceived versus actual role differences
---- factors which influence stereotyping

Role Alternatives:

---- ways to avoid stereotyping
---- importance of choosing roles freely
---- feelings associated with traditional and non-traditional roles

Work Related Values:

---- types of contributions
---- effect on dignity

Differing Interests, Needs and Attitudes:

---- examples of personal interests
---- learning styles
---- types of personality

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 7

OBJECTIVES THE STUDENT

1. Recognizes how people can satisfy societal needs as well as material needs through work.

2. Recognizes that leisure and volunteer activities may complement one's work as a means of self-expression.

3. Recognizes that leisure and volunteer activities may lead to career opportunities.

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 7

CONTENT	LEARNING RESOURCES
1. NEEDS MET THROUGH WORK a. Financial: - food, shelter, clothing - other b. Societal: - goods and services for others - other c. Personal: - satisfaction through contribution - satisfaction through use of skills - job worth doing in and of itself - other	
2. LEISURE ACTIVITIES AND SELF-EXPRESSION a. Types of leisure activities: - sports - hobbies - work related - community related - other	
b. Types of volunteer work. c. Value of leisure and volunteer activities: - self-expression - skill development - creativity - help others - other	PRINT: (R) - "United Nations Volunteers" "Serving Humanity" U.N.I.C.E.F. Pamphlets. - "Brochures on Nutrition" United Nations Association in Canada.

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 7

CONTENT	LEARNING RESOURCES
3. LEISURE ACTIVITIES AND CAREER OPPORTUNITIES - allows for experimentation with interests and aptitudes - increases social and business contacts - allows assessment of job and personal suitability - other	

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 7

Content Checklist

Needs Met Through Work:

---- financial
---- societal
---- personal

Leisure Activities and Self-Expression:

---- types of leisure activities
---- types of volunteer work
---- value of leisure and volunteer activities

Leisure Activities and Career Opportunities:

---- relationship

FOCUS

Canadians are healthier now than at the turn of the century. Few of us would doubt this statement.

"The greatest potential for reducing death and avoidable disability lies in the assumption of personal responsibility for health."[2]

So that children will assume personal responsibility for health, the objectives throughout Theme IV have been developed to promote healthful living through knowledge, understanding and care of the body.

[2]Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention.(Wash. D.C. U.S. Dept. of Health, Education and Welfare 1979.)

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme A: BODY SYSTEMS
Grade 7

GOAL:

1. Understanding body systems and their interdependence.

OBJECTIVES THE STUDENT

1. Understands the nature of the major body systems (organs).
2. Recognizes that body systems depend upon the effectiveness of other body systems.
3. Recognizes that the brain is the master organ of the body.
4. Has an increased awareness of human growth.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme A: BODY SYSTEMS
Grade 7

CONTENT	LEARNING RESOURCES
1. MAJOR BODY SYSTEMS a. Major body systems (review): - skeletal - muscular - epithelial - digestive - respiratory - circulatory - excretory - nervous - endocrine; reproductive b. Functions of the major body systems: - skeletal: provides body framework - muscular: allows movement within body - epithelial: provides protection; effects body temperature regulation - digestive: mechanical breakdown of food; chemical breakdown of food; absorption of nutrients - respiratory: external respiration - circulatory system: circulate nutrients; collect waste - excretory system: filters blood; collection of waste; major excretion of undigested - nervous system: response to stimuli; regulates activities of all other systems; serves as a storage site for information	PRINT: (R) - Building Better Health McDougal, Littel and Company, Chapter 2. - The Beat Goes On Arbor Press, 1980.

CONTENT	LEARNING RESOURCES
- endocrine: reproductive; control physical development; procreation of life c. Components of the major body systems: - skeletal: axial skeleton (skull, spinal column, rib bones); appendicular skeleton (bones of the arms, legs, hips and shoulder) - muscular: skeletal (connected to bones of skeleton); cardiac (heart); smooth (line arteries and internal organs); connective tissues (tendons, ligaments) - epithelial: skin; glands; subcutaneous fat layer; capillaries - digestive: mouth; stomach; small intestine; large intestine - respiratory: nose; lungs; diaphragm - circulatory: heart; blood vessels; lymphatics - excretory: kidney; rectum - nervous: brain; spinal cord; neurons; sensory organs (five) - endocrine: reproductive; major glands (pituitary); male/female reproductive organs 2. THE FUNCTIONS OF MAJOR BODY SYSTEMS RELATE TO EACH OTHER - an interdependence among all major body systems is required for a properly functioning body	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme A: BODY SYSTEMS
Grade 7

CONTENT	LEARNING RESOURCES
3. THE BRAIN IS THE MOST IMPORTANT BODY ORGAN - the brain, alone, controls all body functions through its information storage capabilities 4. IDENTIFY THE STAGES OF HUMAN GROWTH - primary development to death NOTE TO TEACHERS: Check with sciences department at your school to see whether or not this topic is presently being covered.	Reference: Comparative Anatomy - Kent.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme A: BODY SYSTEMS
Grade 7

Content Checklist

The Major Body Systems (organs):

---- skeletal
---- muscular
---- epithelial
---- respiratory
---- circulatory
---- digestive
---- excretory
---- nervous
---- endocrine; reproductive

Functions of Major Body Systems (organs)

Components of Major Body Systems (organs)

Interrelationships Among Major Body Systems

Importance of the Brain

Stages of Human Development

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND FIRST AID
Grade 7

GOALS:

1. Understanding the importance of safety and first aid procedures when dealing with emergencies or injuries.

2. Understanding the role of safety and first aid procedures when caring for children.

OBJECTIVES THE STUDENT

1. Understands what constitutes an emergency.

2. Identifies the steps to follow in responding to a variety of emergency situations.

3. Applies knowledge of first aid appropriate to a variety of situations.

4. Applies knowledge of safety and first aid procedures to the care of children when babysitting.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND FIRST AID
Grade 7

CONTENT	LEARNING RESOURCES
1. EMERGENCIES a. Definition: - any situation threatening harm to an individual or the immediate surroundings i.e., poisoning, child molestation, fires b. Emergency procedures: - steps to follow: assess situation; determine priorities; plan appropriate action - appropriate action: fires; drowning; falls; illness 2. FIRST AID a. Priorities: - saving life: assess situation; treat life-threatening injuries first - preventing further injury b. Care for shock: - needed for all accident victims - guidelines: recovery position; normal body temperature; regularly check breathing; get medical help; comfort and reassure victim, never leave alone c. Life-threatening injuries: - first aid procedures: breathing/choking; severe bleeding; poisoning; severe burns; other	PRINT: (R) - Building Better Health McDougal, Littel and Company, Chapter 7.

CONTENT	LEARNING RESOURCES
d. Other injuries: - treatment: minor cuts; minor burns; bumps and falls; fractures; frostbite; nosebleeds	
3. APPLYING SAFETY AND FIRST AID TO BABYSITTING a. Care of children: - basic needs of children - safety precautions - first aid procedures b. Babysitting: - responsibilities - conditions of employment	PRINT: (R) - The Babysitter Course Red Cross Society (Teacher Resource)

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND FIRST AID
Grade 7

Content Checklist

Emergency:

---- define
---- emergency procedures: rules; procedures

First Aid:

---- priorities
---- care for shock: guidelines
---- life-threatening injuries: procedures
---- other injuries: treatment

Applying Safety and First Aid to Babysitting:

---- care of children: basic needs
---- safety precautions: when caring for children
---- babysitting: responsibilities; conditions of employment

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme E: DISEASES
Grade 7

GOAL:

1. Understanding the nature of disease and illness and its affect upon the health of an individual throughout life.

OBJECTIVES THE STUDENT

1. Understands the nature of disease and allergies common to adolescents.

2. Recognizes the nature of chronic diseases common to adolescents.

3. Understands the relationship between heredity and environment and disease.

4. Recognizes methods of controlling disease throughout life.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme E: DISEASES
Grade 7

CONTENT	LEARNING RESOURCES
1. DISEASE A disease is the state when the body is ill or sick. a. Common allergies and diseases among teenagers: - allergies: any reaction inside the body to something breathed in, swallowed, put on the skin or injected; i.e., asthma--emphysema; hay fever; eczema; other - common tooth and gum diseases among teenagers: malocclusion; peridontitis; gingivitis; other - common skin problems affecting teenagers: acne; pimples; other b. Causes for the above allergies and skin problem diseases. c. Symptoms for the above allergies and skin problem diseases. d. Treatments for the above allergies, skin problems or diseases. e. Preventative measures for the above allergies, skin problems or diseases. f. Infectious diseases: - define, state examples - infection: define - some organisms cause infectious diseases i.e., micro organisms - fungi (athletes foot)	RECOMMENDED RESOURCES: PRINT: (R) - Building Better Health McDougal, Littel and Company, Chapter 5. KIT/TEACHER RESOURCE: (R) - A Guide to Decision-Making and Health for Grades 7 to 8 Canadian Cancer Society.

CONTENT	LEARNING RESOURCES
- viruses (warts, flu, mononucleosis, hepatitis) - bacterium (impetigo, tuberculosis) g. Spread of infectious diseases: - people: direct, indirect contact - air: in air we breathe, sneeze, cough - food: bacteria grow on food, toxins, food poisoning - water: organic wastes - animals: pests, mosquitoes - soil: walking on contaminated soil h. Preventing spread of infectious diseases: - controlling the sources - sanitation - immunization programs	
2. CHRONIC ILLNESSES THAT MAY AFFECT TEENAGERS OR MAY DEVELOP LATER IN THEIR LIFE - epilepsy - diabetes - cancer (lung especially) - arthritis - cardio vascular diseases - cirrhosis of the liver - other a. Characteristics of each of the above conditions. b. Methods for detecting each of the above conditions. c. Possible causes for each of the above conditions.	KIT: (R) - A Guide to Decision-Making and Health for Grades 7 to 8 Canadian Cancer Society (Teacher Resource)

CONTENT	LEARNING RESOURCES
d. Control or treatment of chronic illnesses: - lifestyle patterns: habits; working conditions - medical advances e. Preventative measures for chronic illnesses, if possible. f. Support agencies that assist persons who may have the above conditions. g. Myths and pseudo that are applied to each of the above conditions. 3. INFLUENCE OF HEREDITY AND DEVELOPMENT ON DISEASE - muscular dystrophy - unborn children subjected to x-rays - other 4. CONTROL OF DISEASES THROUGHOUT LIFE - balanced diet - exercise (posture) - reducing stress - recording health history - health checkups - other	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme E: DISEASES
Grade 7

Content Checklist

Disease, Allergy, Skin Problems:

---- define
---- examples
---- causes
---- symptoms
---- treatments
---- preventative measures

Infectious Diseases:

---- define
---- transmission
---- prevention of spread

Chronic Illness:

---- define
---- those that may affect teenagers
---- characteristics
---- methods for detecting
---- control
---- support agencies
---- myths and pseudo cures

Influence of Heredity on Disease

Influence of Environment on Disease

Relationship Between Lifestyle and Control of Disease

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme F: CLEANLINESS
Grade 7

GOALS:

1. Understanding the importance of cleanliness for the general health of an individual.

2. Understanding the problems that adolescents may encounter with their own daily hygiene routines.

3. Understanding the problems that adolescents may encounter with their own daily hygiene routines.

4. Understanding the affects of athletics on the individual hygiene routines.

OBJECTIVES THE STUDENT

1. Reviews the structure and function of the skin, hair and nails.

2. Recognizes the importance of regular hygiene routines.

3. Recognizes the importance of cleanliness in relation to nutrition, dental hygiene and physical activity.

4. Appreciates the appropriate use of various cosmetic and personal hygiene products.

5. Identifies kinds of skin, hair and nail disorders associated with athletics.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme F: CLEANLINESS
Grade 7

CONTENT	LEARNING RESOURCES
1. SKIN, HAIR AND NAILS a. Structure and function of skin (review): - layers - parts - use protection of whole body b. Structure and function of hair (review): - parts - need for protection c. Structure and function of nails (review): - parts - need for protection d. Problems with skin, hair and nails during adolescents: - acne - warts - pimples - dandruff - ingrown toenails - bunions - pimples: keeping skin clean at all times - dandruff: proper diet, proper shampooing methods - ingrown toenails: properly fitting shoes during growth spurts and proper manicure techniques	PRINT: (R) - Building Better Health McDougal, Littel and Company, pages 106-116.

CONTENT	LEARNING RESOURCES
2. DAILY HYGIENE a. Daily personal hygiene routine: - bathing: regular bath, shower or sponge baths - controlling body odor - brushing and flossing of teeth - washing and brushing of hair - sanitary washroom procedures (especially menstrual hygiene) b. Reasons for healthy daily personal hygiene routine: - bathing: for fresh, clean skin - controlling body odor: for fresh feeling of confidence - brushing and flossing of teeth: preventive dentistry, nice smile - washing and brushing hair: clean and neat appearance - attending to common skin problems and acne: clear complexion - attending to allergies: relief of skin rashes 3. RELATIONSHIPS AMONG CLEANLINESS AND NUTRITION, DENTAL HYGIENE AND PHYSICAL ACTIVITY a. Food handling practices: - prevents disease, e.g., individual drinking cups - foods stored properly do not lose nutrients, e.g., orange juices require refrigeration	

CONTENT	LEARNING RESOURCES
b. Dental hygiene routines: - prevents disease, e.g., individual tooth brushes - prevents bad breath, e.g., prevents plague buildup and food deposits between teeth c. Hygiene and physical activity: - prevents body odor, e.g., showering after physical education class - fresh alert appearance, e.g., wearing gym attire for physical education class (sweat - not street clothes) 4. COSMETICS AND PERSONAL HYGIENE PRODUCTS a. Use of personal hygiene products: - to control body odor - for comfort during menstrual periods - for aesthetic reasons: hair removal (leg, face) - other b. Use of cosmetics: - to highlight, yet maintain natural fresh appearance, e.g., lipstick, nail polish - to create a desired look, e.g., hair coloring due to personal preference or current fads - to smell fresh, e.g., after-shave lotions - other	

CONTENT	LEARNING RESOURCES
NOTE: The use of personal hygiene products is recommended but individuals will make their own decisions as to use for themselves. Because some personal hygiene products and cosmetics involve direct body contact, these products should not be shared: sharing someone else's lipstick which may lead to shared diseases (colds, impetigo). 5. INFLUENCE OF ATHLETICS ON SKIN, HAIR, NAIL DISORDERS a. Skin: - Problems: blisters: abrasive action of footwear, e.g., new runners - prevention, control, cures: fungi: clean shower stalls thoroughly; sun allergies: use PBA products or use cover-ups; rough skin: use creams to soften rough skin b. Hair: - problems: dry hair, oily hair, splitting ends - preventive measures: use swim cap in chlorinated water; proper shampooing and conditioning techniques; proper styling techniques; frequent hair blowing and electric curling causes problems; regular visits to barber or hairstylist	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme F: CLEANLINESS
Grade 7

CONTENT	LEARNING RESOURCES
c. Nails: - problems: hand nails; ingrown toe nails; broken nails - preventive measures: proper manicure techniques; proper selection of footwear (fit and style); proper pedicure techniques	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme F: CLEANLINESS
Grade 7

Content Checklist

Skin:

---- structure (review)
---- function (review)
---- problems: examples/diseases; unique to adolescents; affected by athletics
---- preventive measures
---- controls/cures

Hair:

---- structure (review)
---- function (review)
---- problems: examples/diseases; unique to adolescents; affected by athletics
---- preventive measures
---- controls/cures

Nails:

---- structure (review)
---- function (review)
---- problems: examples/diseases; unique to adolescents; affected by athletics
---- preventive measures
---- controls/cures

Daily Hygiene:

---- routines
---- reasons
---- applied to: food handling; dental health; physical activity

Personal Hygiene Products:

---- reasons for use
---- effectiveness
---- examples

Cosmetics:

---- reasons for use
---- effectiveness
---- examples

FOCUS

The development of responsible attitudes and behaviors regarding drug use is a very complex issue. Problems related to drug use during adolescence are affected by the interaction of factors such as:

- customs and traditions.
- attitudes towards health.
- concept of adulthood.
- expectations about entertainment.
- quality of child-rearing and family life.
- influences of manufacturing, distribution and sale.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG ABUSE
Grade 7

GOALS:

1. Understanding basic drug information relevant to adolescents.

2. Understanding the need for accurate information when making responsible decisions regarding drug use.

3. Understanding various external and internal factors that influence responsible decisions regarding drug use.

OBJECTIVES THE STUDENT

1. Defines drugs, drug use and drug abuse.

2. Develops increased awareness of the similarities among various types of drug abuse.

3. Understands that any given drug has many possible effects.

4. Develops an awareness of some facts and myths about drug use/abuse.

5. Recognizes why people use/abuse drugs.

6. Assesses the risks related to drug use/abuse.

7. Understands the legal aspects of drug use/abuse.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG ABUSE
Grade 7

CONTENT	LEARNING RESOURCES
1. DRUG(S) USE/ABUSE/EXAMPLES a. A drug: is a substance other than food, which changes the way the body or the mind works. b. Drug use: the use of any substance which changes the way the body or mind works. c. Drug abuse: drug use that in some way cause a problem. Problems can occur within any of the major life areas such as: physical/ mental health, family/friends, social encounters, school/job. d. Examples: - the following are all drugs: alcohol, antibiotics, nicotine, tranquillizers, cannabis, caffeine and LSD - the following examples indicate various forms of drug abuse: . taking more of a drug than needed to treat a health problem . taking a drug prescribed for someone else . drug use that results in family fights or problems in school 2. SIMILARITIES/EXAMPLES a. All drugs can be abused. b. Drug abuse is determined more by how/why a person uses a drug than by only the properties of the drug.	PRINT: (R) - Building Better Health McDougal, Littel and Company, Chapter 6.

CONTENT	LEARNING RESOURCES
	*NOTE TO TEACHERS AND STUDENTS: It is also important to know where to get reliable information about other drugs (i.e., barbiturates, narcotics, hallucinogens).
c. Commonly abused drugs include: - most often abused are the psychoactive category of drugs (mood altering drugs) N.B.: of these alcohol is the most often abused drug - nicotine, cannabis and prescription drugs are also in this category	Alberta Alcoholism and Drug Abuse Commission (check for the nearest local office).
3. DRUG EFFECTS - any given drug has many possible effects a. Desired and undesired effects: - these effects vary according to factors related to the person, the drug and the situation the drug is used in - drug effects can be both desired and undesired - the desired effects are the effects the drug is intended to produce and the undesired effects are the consequences other than those intended b. Examples: - the desired effect of alcohol may be to feel good and the undesired effect may be nausea	VIDEOTAPE AND PRINT: (R) - Teens and Alcohol Teacher Inservice Package Order from ACCESS - (BPN 2570-01-03) PRINT: (R) - Teacher Resource Kit (includes pamphlets) AADAC

CONTENT	LEARNING RESOURCES
- the desired effect of a prescribed drug may be cough control and the undesired effect is loss of alertness c. Drug interactions - if two or more drugs are used at the same time they interact and the effects can become unpredictable 4. ACCURATE INFORMATION a. Reliable sources available: - doctors, pharmacists, nurses - library - health clinics - guidance counsellors - AADAC - Alberta Alcoholism and Drug Abuse Commission - Support Groups (Alcoholics Anonymous, Alateen) - other b. Major drug categories: - Hallucinogens: are drugs which affect perception, emotions and mental processes in a major way. Effects are unpredictable. Examples - LSD, PCP, Psilocybin (magic mushrooms).	

CONTENT	LEARNING RESOURCES
- Narcotic Analgesics: are drugs which relieve pain and may also produce a feeling of well being. Because of the highly addictive nature of these drugs they are under the strictest legal control. Many drugs in this category have valuable medical use. Examples: codeine, heroin, opium. - Sedative Hypnotics: drugs that allow down or depress the central nervous system. In low doses produce a feeling of well being and drowsiness. In high doses can produce severe intoxication, coma and even death. These drugs are also addictive. Examples: sleeping pills, alcohol, inhalants. - Tranquillizers: drugs which have effects that are similar to Sedative-Hypnotics but milder. They produce a sense of well being and calmness. Represent a group of drugs most prescribed by doctors. They can be addictive with regular, long term use. Examples: valium, librium.	

CONTENT	LEARNING RESOURCES
- Stimulants: drugs which speed up the central nervous system. They produce fairly quick, short term increases in energy and alertness and decrease appetite. They can produce a very strong psychological dependence and some also produce a physical addiction. Examples: cocaine, caffeine, nicotine, amphetamines. - Cannabis: this drug is often placed in a category of its own because it doesn't fit into any one of the above categories. Effects range from feelings of well being and relaxation to paranoia. Hazards associated to cannabis use include damage to lungs and throat, impaired ability to fight disease and various psychological risks related to learning and lose of motivation. Examples: marijuana, hash, hash oil. c. Investigate facts on: - alcohol - cannabis - nicotine - caffeine d. Common myths: - coffee sobers one up - marijuana doesn't impair driving - smoking only affects the smoker - others	

CONTENT	LEARNING RESOURCES
5. INDIVIDUALS USE DRUGS FOR DIFFERENT REASONS a. Common reasons for drug use include: - peer influence - social - ceremony (family tradition, religious beliefs) - medical - relaxation - dependency - media influence - experimental (curiosity) - other b. Some factors that may lead to drug abuse: - peer influence (positive and negative) - drug information - opportunities for use - self-concept interpersonal/ social skills - accessibility of alternatives - habit - lifestyle 6. RISKS a. Risks to the individual: - mental health - physical health - risk of dependency - legal - social - safety - other	

CONTENT	LEARNING RESOURCES
b. Factors that influence risks: - characteristics of the person using the drug (mental and physical health, age, size, reasons for use, etc.) - characteristics of the drug (dose, route into body, interaction with other drugs, purity, side-effects, etc.) - characteristics of the setting (where and when is the drug being used) 7. LAWS AND REGULATIONS a. Canada Food and Drug Directorate role: - manufacture of drugs - control of quality - examples b. Control of cigarette products, alcohol, other drug sales and tax: - Provincial Government (e.g. A.L.C.B. - Alberta Liquor Control Board) - Federal Government (e.g. Food and Drug Act, Narcotics Control Act) c. Purpose of Drug Control Legislation: - prevent accidents - protect against misuse - ensure accurate advertising practices	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG ABUSE
Grade 7

Content Checklist

Definitions:

---- drug
---- drug abuse
---- examples

Types of Drug Abuse:

---- potential for all drugs
---- commonly abused

Effects of Drugs:

---- desired
---- undesired

Accurate Information About Drug(s) Use/Abuse:

---- drug categories
---- alcohol
---- cannabis
---- nicotine
---- caffeine
---- other
---- myths about drug(s) use/abuse

Reasons Individuals Use/Abuse Drugs:

---- common reasons
---- factors that may lead to drug abuse

Risks:

---- factors influencing risks
---- risks to the individual

Laws and Regulations of Drug Control/Sale:

---- Provincial Government
---- Federal Government
---- Local Government

TEACHING HUMAN SEXUALITY

Theme V, Human Sexuality is an optional theme.

Approval by the local Board of Education is required prior to teaching the Human Sexuality theme.

It is recognized that teaching human sexuality is a responsibility which the teacher shares with the home. Consequently, it is highly recommended that the following conditions be met before the theme is introduced:

- a parent information night to meet the teacher, and to review media and teaching concepts.
- parental permission sought for each child who will attend the class.

It is also recommended that the teacher:

- involve selected local health or medical people in the parent night.
- invite guest speakers well in advance, e.g., public health nurse, physician, or other trained personnel from the community.
- within the policy of the school board, encourage parents to visit the classroom whenever they wish.
- discuss lessons with another person to establish a feeling of comfort in using terms and concepts.
- decide (within the policy of the board) how students will be grouped for certain portions of this unit.
- mail home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions.
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

Theme V: SEXUALITY
Grade 7

FOCUS

"Human beings have no built-in knowledge of how to solve the problems of family living or how to meet basic needs effectively in our complex and changing society. This knowledge must be acquired.

Family life education has three chief purposes: to develop emotionally stable children and adolescents who feel sufficiently secure and adequate to make decisions as to their conduct without being carried away by their emotions; to provide sound knowledge not only of the physical aspects of sex behavior, but also its psychological and sociological aspects, so that sexual experience will be viewed as a part of the total personality of the individual; and to develop attitudes and standards which will ensure that young people and adults will determine their sexual and other conduct by considering its long-range effects on their own personal development, the highest good of other individuals and the welfare of society as a whole."

While family life education takes place in the home, schools share with parents a responsibility for ensuring that students have adequate knowledge and skill to deal with pressures placed on them by peers and a society that reflects an eclectic array of values.

Depending on the particular grade level, Theme V concentrates on three or four major areas of information related to the concept of sexuality:

1. puberty
2. male and female roles, and/or
3. sexual decision-making

Throughout the theme, emphasis on the individual nature of change and growth, and the importance one's family and personal values with respect to sexuality and sexual decision-making has remained a primary goal and focus.

Family Living and Sex Education, 2nd edition, A Guide for Parents and Youth Leaders by S.R. Laycock. Published for Canadian Health Education Specialists Society. Ottawa, Toronto: M.I.-Mac Publications Ltd., 1974.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 7

GOALS:

1. Understanding puberty and the physical and emotional/personal changes that occur during puberty.

2. Understanding the effects of pubertal changes on relationships.

3. Understanding the process of reproduction.

4. Awareness of the basic purpose and function of contraception.

5. Understanding the concepts of maturity and sexual expression.

OBJECTIVES THE STUDENT

1. Understands the physical changes that occur.

2. Has increased awareness that puberty is a process of growth and change.

3. Has an increased awareness of primary and secondary sex characteristics that develop during puberty.

4. Develops an awareness that males and females reach puberty at different times.

5. Understands that each individual grows and develops uniquely, according to a predictable sequence.

6. Develops an acceptance of his/her own stage and level of development.

7. Develops an awareness of the effects that puberty has on relationships with parents, siblings and peers.

8. Develops an awareness of the role of the endocrine system in the onset of puberty.

9. Has an increased awareness of the emotional changes associated with puberty.

10. Understands the process of reproduction from conception through fetal development to birth.

11. Develops an awareness of the purpose and function of pregnancy avoidance.

12. Recognizes the difference between physical maturity and social/personal maturity for reproduction.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 7

CONTENT	LEARNING RESOURCES
1. PUBERTY a. Growth, development and puberty: - define growth re body size - define development re body function - define puberty: stage of rapid growth and development during which sexual reproduction becomes possible and secondary sexual characteristics develop b. Uniqueness of individual development: - wide variations occur among individuals - variations are natural - females usually begin puberty earlier than males 2. ANATOMY AND PHYSIOLOGY a. Reproductive system: - male (penis, urethra, vas deferens, testicles, scrotum, glands, circumcision) - female (ovaries, fallopian tubes, uterus, cervix, vagina) b. Endocrine system: - define hormone, pituitary gland, testes, ovaries, breasts - effect of pituitary on ovaries and testes - effect of male and female hormones on other changes during puberty	PRINT: (R) - Decisions for Health Nelson Canada Ltd., Chapters 5 and 6.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 7

CONTENT	LEARNING RESOURCES
3. PHYSICAL CHANGES DURING PUBERTY a. Female: - average age at onset 10-12 years - breast development, widening of hips - development of body hair - menstrual cycle begins (menarche) - ovulation - rapid physical growth, height/weight - skin changes, changes in sweat glands - increase in size of reproductive organs b. Male: - average age at onset 12-15 years - shoulder, chest broaden - voice changes - changes in skin, sweat glands - development of body hair - rapid physical growth, height/weight - increased strength - increase in size of reproductive organs - erections, sperm production - nocturnal emissions 4. EMOTIONAL CHANGES IN PUBERTY a. Differences in emotions: - individual differences - self-consciousness about physical changes - more interested in appearance of self and others	

CONTENT	LEARNING RESOURCES
- increased awareness of sexuality; attraction towards others - increased curiosity - variations in mood, emotions - sexual thoughts, dreams b. Puberty and relationships: - individual differences - different needs at home and with peers - teen/parent acceptance of desire for freedom, responsibility, dating, privacy - changing importance of peer and home relationships 5. SEXUAL EXPRESSION a. Forms: - kissing, holding hands, smiles, hugging - touching - sexual intercourse: define - poetry, music, art - masturbation: facts and myths b. Physical and social/personal maturity: - physical maturity: relates to organs of reproduction and general physical health and body structure - social/personal maturity: to handle the emotional consequences of such a serious relationship; relates to the ability of the person to raise and care for child; relates to level of relationship	

CONTENT	LEARNING RESOURCES
c. Decision-making in sexual expression: - societal attitudes - peer influence - assessing readiness - sexually transmitted diseases - relationship of love and levels of sexual expression/ activity - influence of home, community and religion 6. REPRODUCTION a. Conception: - define: union of one sperm with one ovum - define: sperm, ovum - rapid cell division and specialization begins - twinning - sex determination b. Fetal development: - define: embryo, fetus - stages of fetal development during pregnancy - functions of placenta, umbilical cord c. Birth process: - define: cervix, vagina - labor, the process during which the muscles of the uterus contract, positioning the baby, widening the cervix, pushing the baby through the vagina	

CONTENT	LEARNING RESOURCES
d. Child care responsibilities: - financial, basic needs - social/personal - care and nurturing - educational - others 7. ALTERNATIVES TO PREGNANCY a. Abstinence. b. Contraception: - purpose - function - availability - many types c. Decision-making: - attitudes towards contraception - reasons for use, misuse, non-use - myths and facts	

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 7

Content Checklist

Puberty:

---- definition of growth, development and puberty
---- description of individual variations

Anatomy and Physiology:

---- male reproductive system
---- female reproductive system
---- endocrine system

Physical Changes During Puberty:

---- females
---- males

Emotional Changes During Puberty:

---- differences in emotions
---- changes in relationships

Sexual Expression:

---- description of types of sexual expression
---- physical and social/personal maturity
---- decision-making in sexual expression

Reproduction:

---- conception
---- fetal development
---- birth process
---- child care responsibilities

Alternatives to Pregnancy:

---- abstinence
---- contraception
---- decision-making

Theme I: SELF-AWARENESS AND ACCEPTANCE
Grade 8

FOCUS

"Each human being is born as something new, something that has never existed before. He is born with what he needs to win at life. Each person in his (her) own way can see, hear, touch, taste and think for himself (herself). Each has his own unique potentials... capabilities and limitations. Each can be a significant, thinking, aware and creatively productive person in his (her) own right..."

In an attempt to provide young people with opportunities to develop attitudes of self-awareness and acceptance, Theme I relates to three basic areas of interest:

1. The self.
2. Feelings
3. Decision-making skills.

James, Muriel and Jongeward, Dorothy, Born to Win, Addison-Wesley Publishing Company, (Reading; 1971).

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

GOALS:

1. Understanding self-concept and the factors which affect it.

2. Understanding and appreciating the importance of developing positive self-concept.

3. Understanding the relationship between values and decision-making.

OBJECTIVES THE STUDENT

1. Defines self-concept.

2. Identifies ways in which life experiences affect self-concept.

3. Develops an understanding concerning social and environmental factors which may affect a persons development.

4. Identifies the effects of self-concept on behavior.

5. Recognizes the effects of negative treatment on others.

6. Recognizes the effects on oneself when treating others negatively.

7. Understands the importance of contributing to the positive self-concept of another person.

8. Has an increased awareness of the importance of positive support.

9. Defines basic values.

10. Explains how values are acquired and assimilated.

11. Recognizes how values may change over time.

12. Recognizes how values may affect behavior and decisions.

13. Identifies and develops qualities that assist in promoting positive self-image.

14. Develops an understanding of personal strengths.

15. Recognizes ways to improve strengths and explain how this will affect self-concept.

16. Differentiates between self-esteem and conceit.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

CONTENT	LEARNING RESOURCES
1. SELF-CONCEPT a. Define self-concept (review): - all the beliefs, attitudes and images that people have about themselves and how they feel about those beliefs, attitudes and images - influences how one views oneself as a person; what one chooses to become; how one behaves - relatively stable and not subject to sudden changes - acquired or developed as opposed to being inherited b. Life experiences affect self-concept: - early life experiences help to form self-concept - later experiences either reinforce or lead us to question our self-concept - experiences might include acceptance by others, messages regarding appearance, skills or loveability, and worth as perceived by self and others - accomplishing something that takes time and effort c. Social and environmental factors: - family - community - socio-economic conditions - peer group - school - church - discrimination and prejudice - media	PRINT: (R)* - Building Better Health McDougal, Littel and Company, Chapter 1. - What Do You Like About Yourself? Developing a Positive Self-Concept Washington, D.C.: Home Economics Education Association, 1982. (Teacher Resource) *(R) - Recommended Resource

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

CONTENT	LEARNING RESOURCES
2. RELATIONSHIP BETWEEN SELF-CONCEPT AND BEHAVIOR - self-concept influences behaviors; behaviors lead to reinforcement of self-concept e.g., shyness, openness, prejudices, other 3. EFFECTS OF POSITIVE AND NEGATIVE TREATMENT a. The value of giving positive support to others: - build esteem two ways--in self and others - gives increased confidence - builds new friendships - positive attitudes are reinforced - improves one's own inter-relationship skills b. Building esteem and positive self-concept in others: - be accepting of them as persons - listen - stop name-calling or labeling - invite them to take part in activities - compliment c. Effect of negative treatment on others: - lowers self-esteem - may create shyness - unwillingness to get close to others - a lack of confidence - feelings of rejection - self-criticism - anger	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

CONTENT	LEARNING RESOURCES
d. Effects on oneself of treating others negatively: - the development of a negative reputation - lowered self-esteem - loss of a potential friend - loss of the respect of others - feelings of superiority 4. VALUES AND DECISION-MAKING a. Basic values: - honesty - family - religion - friendship - freedom - education - justice b. Acquiring and assimilating values: - reinforcement of behaviors that reflect values - socialization of children - observation of what is chosen freely by significant others - what seems to be prized or cherished - what is acted upon or repeated consistently c. Changes in values: - some values may remain unchanged: religious beliefs, respect for truth or honesty, loyalty, justice	

CONTENT	LEARNING RESOURCES
- some values may change due to internal or external factors such as change in lifestyle, change in faith, maturation, change in family status d. Deciding values: - values affect selection of appropriate alternatives, the way one sees each of the consequences and one's ultimate choice or decision - values influence behavior which is the outward expression of inner values and attitudes - guilt may result if behavior and values are inconsistent; conscience 5. INDIVIDUAL STRENGTHS a. Qualities that enhance self-image: - self-awareness - fitness - trustworthiness - loyalty - physical, intellectual, social/personal skills - other	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

CONTENT	LEARNING RESOURCES
6. SELF-ESTEEM AND CONCEIT a. Define self-esteem and conceit (review): - self-esteem assumes that one has value, but not at the expense of the value of others conceit, etc. conceit assumes that one is superior to others - self-esteem includes an awareness of the worth of other persons - a positive regard for others and for oneself	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 8

Content Checklist

Self-Concept:

---- definition
---- effect of life experiences on self-concept
---- social/environmental influences on self-concept

Self-Concept and Behavior:

---- relationship

Effects of Positive and Negative Treatment:

---- value of supporting others
---- ways of building positive self-concept in others
---- effects of negative treatment on self and others

Values and Decision-Making:

---- describe basic values
---- how values are acquired
---- how values change
---- values and their effect on decision-making

Individual Strengths:

---- qualities that enhance self-image

Self-Esteem and Conceit:

---- similarities and differences (review)

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 8

GOALS:

1. Understanding that variations in moods are natural.

2. Recognizing that there may be many ways of managing feelings in self and others.

3. Identifying favorable and unfavorable effects of emotions.

4. Recognizing ways that young people develop socially/personally.

OBJECTIVES THE STUDENT

1. Understands that variations in moods are natural.

2. Recognizes that there may be many ways of managing feelings in self and others.

3. Identifies favorable and unfavorable effects of emotions.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 8

CONTENT	LEARNING RESOURCES
1. MOOD VARIATION a. Describe mood variation: - situation in which an individual may be experiencing one emotion and then, in a relatively short period of time, begin to experience an almost entirely opposite emotion - part of normal adolescent development - external factors such as treatment by others, weather, sudden unexpected events, stress, may all have positive or negative impacts on mood - internal factors such as illness, stress, other emotions, successes or failures, may have positive or negative impacts or moods 2. MANAGING FEELINGS a. Decision-making model: - the decision-making model can help analyze the choices and alternatives, and the positive or negative consequences of each in determining the most appropriate and constructive ways of expressing feelings b. Other methods: - discussion with family, peers, counsellor, classmates - observation of coping skills of significant others	

CONTENT	LEARNING RESOURCES
c. Expression of feelings in others: - similar feelings exist in all people; what differs is our manner of showing our inner feelings - withdrawal - violence - sharing - being open - using relaxation - going through therapy - others 3. FAVORABLE AND UNFAVORABLE EFFECTS OF EMOTIONS a. Favorable effects: - they are natural - when expressed, develop greater closeness to others - increased trust and understanding - provide an outlet for one aspect of one's personality b. Unfavorable effects: - since feelings are natural, it is the manner of expression or lack of expression which may have unfavorable effects - these unfavorable effects might include: increased stress levels, misunderstanding physical or emotional harm to self or others	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 8

Content Checklist

Mood Variation:

---- define and describe
---- factors influencing moods and mood changes

Managing Feelings:

---- use of a decision-making model
---- other methods
---- how others may express feelings

Favorable and Unfavorable Effects of Emotions:

---- describe favorable effects
---- describe unfavorable effects

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

GOALS:

1. Understanding the concepts of passive, assertive and aggressive behavior.

2. Understanding the importance of using decision-making models.

3. Understanding the importance of accepting responsibility for one's behavior.

OBJECTIVES THE STUDENT

1. Defines 'passive', 'assertive', and 'aggressive.'

2. Identifies passive, assertive and aggressive behaviors.

3. Understands the importance of developing flexible outlooks and behaviors.

4. Accepts responsibility for one's own ideas, attitudes and behaviors.

5. Has an increased awareness that one's behaviors affect others.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
1. PASSIVE, ASSERTIVE AND AGGRESSIVE a. Passive, assertive and aggressive: - Passive (non-assertive): acted upon by external forces; allows others to make all decisions; often feels powerless; rarely expresses feelings; best at being a follower - Assertive: not afraid to express feelings; does not use words or actions to purposely harm others; stands up for beliefs in a positive way - Aggresive: may attempt to dominate; may criticize or treat others negatively; takes advantage of others; often argumentative b. Examples of passive, assertive and aggressive behavior: - Passive: unwilling to state opinions; accepts everyone else's ideas of what to do, even if they would rather do something else - Assertive: willing to state opinions in a positive way; may deny the requests of others firmly, calmly and without negative comments - Aggressive: forces opinions on others; issues threats when trying to get his/her own way	FILMSTRIP KIT: (R) - Gentle Art of Saying No: Principles of Assertiveness Sunburst Communications, 1979. Distributed by International Tele-Film Enterprises.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
c. Appropriateness of each behavior. 2. RECOGNIZING ALTERNATIVES a. Apply decision-making model to choose appropriate behaviors: - look at type of behavior in each situation, and assess the consequences 3. ACCEPTING RESPONSIBILITY a. Define responsibility (review): - all decisions, ideas or behaviors lead to other decisions, ideas or behaviors - although others can aid in decision-making, the final choice has the most to gain or lose from the consequences in most cases - part of maturing is the willingness to take the credit for one's successes and the - responsibility for one's mistakes b. Junior high school examples: - part time jobs - homework completion - household chores - caring for younger siblings - staying out later - choosing wardrobes	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
4. BEHAVIORS AFFECT OTHERS a. Effect of behavior on others: - positive or negative - disturbing the classroom - cooperating with parents - doing volunteer work - complimenting or criticizing others - shoplifting - discrimination	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 8

Content Checklist

Passive, Assertive and Aggressive:

---- definitions
---- examples
---- appropriateness of each type of behavior

Recognizing Alternatives:

---- use of a decision-making model

Accepting Responsibility:

---- definition of responsibility (review)
---- examples of student responsibilities

Behaviors Affect Others:

---- positive effects of behavior on others
---- negative effects of behavior on others

FOCUS

Skills in interpersonal relationships, can aid the individual in making decisions about behavior that allows the person to feel good about himself/herself, and function positively within their environment.

All individuals have basic needs including the needs for:

1. safety, security and trust in relationships.

2. a feeling that one is cared about and valued.

3. that one belongs and is accepted by others.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 8

GOALS:

1. Understanding and appreciating relationship with friends.

2. Understanding basic group processes and the importance of belonging to a group.

3. Understanding developing relationships with the opposite sex and expectations that individuals have in these relationships.

OBJECTIVES THE STUDENT

1. Defines peer groups.

2. Recognizes the importance of trust and loyalty.

3. Recognizes the need for communication, understanding, sensitivity and cooperation with friends.

4. Appreciates the accomplishments of others.

5. Defines peer influence.

6. Recognizes that peer groups may influence an individual.

7. Recognizes the importance of maintaining existing friendships.

8. Recognizes that new friendships may cause stress on existing friendships.

9. Recognizes parental concern over their friends as normal and caring.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 8

CONTENT	LEARNING RESOURCES
1. PEER GROUPS a. Definition of peer groups: - membership determined by age, grade, interests, abilities - to share interests and interact, test values and behaviors b. Role of peer groups in adolescent development. c. Communication: - assists individuals to relate to each other d. Accomplishments of others: - sports, clubs, teams, etc. - effects of praise 2. PEER INFLUENCE a. Definition of peer influence: - pressure to belong to a group - to be accepted - to participate in group activities - examples of peer groups b. Influence of peer groups: - pressure to participate in group activities - self-concept tied into self-confidence to make decisions	

CONTENT	LEARNING RESOURCES
3. FRIENDSHIPS a. Importance of friendships: - relationships develop according to mutual needs, expectations and values b. Stress on existing friendships: - relationships change as individuals change - different qualities and reasons for friendships 4. PARENTS a. Concern of parents (review): - friends and their values, similarities, and differences - influence of friends b. Parents care (review): - love - concern - accepting the growing independence	

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 8

Content Checklist

Peer Groups:

---- definition and role of peer groups
---- communication with peer groups
---- accomplishments of others

Peer Pressure:

---- definition of peer influence
---- influence of peer groups

Friendships:

---- importance of new friends
---- stress on existing friendships

Parents:

---- concern of parents (review)
---- parents care (review)

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 8

GOALS:

1. Understanding that the family has universal functions in meeting the needs of society and individual members.

2. Appreciating that family members influence the lives of each other.

3. Understanding that families pass through a cycle of development and change.

OBJECTIVES THE STUDENT

1. Defines the family.

2. Recognizes techniques for developing effective communication and problem-solving skills within families.

3. Identifies activities to enhance family relationships.

4. Identifies developmental task related to different life stages.

5. Has an increased awareness of coping skills for unexpected events in families.

6. Understands some of the feelings experienced by family members going through crisis.

7. Understands the changing nature of families.

8. Has an increased awareness of the problems associated with running away.

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 8

CONTENT	LEARNING RESOURCES
1. STRUCTURE AND FUNCTION OF FAMILIES a. Description of family (review): Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grandparents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purposes the nurturing of the child, and provision for the physical, emotional and psychological security of the family members. Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only family unit. b. Families (review): - two parent - single parent - adoptive - extended - foster - institutional - blended or step - group home - other	PRINT: (R) - Building Better Health McDougal, Littel and Company, Chapter 2.

CONTENT	LEARNING RESOURCES
c. Family functions (review): - material - emotional - intellectual d. Family roles (review): - provider - nurturer - confidante 2. RELATIONSHIPS AMONG FAMILY MEMBERS a. Communication skills: - listening b. Problem-solving models. c. Ways to enhance family relationships: - planned events - family councils - other	
3. LIFE STAGES a. Individual and family life cycles - birth through death (review): - preschool - elementary - adolescence - adulthood - old age b. Developmental tasks: - adolescents - middle adulthood - potential conflict	PRINT: (R) - Growing Old, Social Problems In Canada University of Toronto Press, 1980. (Teacher Resource)

CONTENT	LEARNING RESOURCES
c. Reactions to crisis situations: - loss of job - loss of home/relocation - bankruptcy/windfall - pregnancy - external influences - divorce - separation - death	PRINT: (R) - Coping With Death and Dying Gage Publishing, 1979. (Teacher Resource)
d. Grief process: - grieving process: denial, anger, bargaining, acceptance - ways to express sympathy: card, letter, flowers, offering assistance, being there	FILM: (R) - The Magic Moth Centron Films, 1976.
4. RUNNING AWAY a. Reasons that people run away from home. b. Possible consequences of running away. c. Problem-solving techniques.	

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 8

Content Checklist

Structure and Function of Families (review):

---- definition of the family
---- family arrangements
---- family functions and roles

Relationships Among Family Members:

---- communication skills and problem-solving models
---- problem-solving techniques
---- enhancing relationships

Life Stages:

---- individual and family life cycles
---- developmental tasks
---- reactions to crisis situations
---- grief process

Running Away:

---- reasons that people run away from home
---- possible consequences of running away
---- problem-solving techniques

THEME III: LIFE CAREERS
Grade 8

FOCUS

What people do with the time available in the total process of living becomes their life career. There is a need to recognize that on-going technological changes may free humankind from many of the routine tasks and drudgeries of the work place to become involved in new styles of time investment which, in turn, will change economic patterns.

> "Therefore, career education should be directed at how to live one's life as fully as possible, rather than thinking in the straitjacketed mould of education for employment. This latter observation is not to downgrade the importance of the world of work, but to upgrade education for life."
>
> Perceptions
> Brian Staples

In an attempt to provide young people with opportunities to develop attitudes of self in relation to the area of work, Theme III relates to three sub-themes:

A. Self-Understanding (Who Am I?)

B. World of Work (What Am I Capable of Doing?)

C. Career Exploration, Planning and Preparation (How Am I Going to Achieve My Career Goals?)

NOTE TO TEACHERS: When teaching this theme, the following points should be considered:

1. The highly competitive nature of the job market place.

2. The upward extension of the period of adolescence:

   a. longer job preparation periods.
   b. extended period of formal education.
   c. extended period of financial dependence on parents.

3. Higher levels of unemployment and partial employment.

4. Increasing importance of education for leisure time activity.

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 8

GOALS:

1. Understanding that career planning is a lifelong process which allows room for changes of specific vocational choices.

2. Understanding how occupations develop and exist to satisfy the needs of society and to contribute to the advancement of society.

3. Understanding the relationships between individual characteristics and career selection and satisfaction.

OBJECTIVE THE STUDENT

1. Understands the importance of organizing self-appraisal information into categories of strengths and uniqueness as an aid to self-direction and career planning.

2. Examines the use of time, particularly leisure time.

3. Recognizes the stress of jobs.

4. Recognizes that contributions to society through work enhance one's feelings of dignity and worth.

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 8

CONTENT	LEARNING RESOURCES
1. CAREER DECISIONS a. Decision-making model: b. Factors involved. 2. LEARNING STYLES a. Innovative learning style: - seeks meanings - needs to be personally involved - interested in people, culture, social interaction - innovative, imaginative - related to humanities, counselling personnel b. Analytic learning style: - seeks facts - interested in what experts think - more interested in ideas than people - data collectors - creates concepts and intellectual recognition - related to sciences, math, research c. Common sense learning style: - seeks usability - need to know how things work - hands-on experiences, problem-solving - want to know relationship to real life - enjoys practical application of ideas - related to engineering, nursing	PRINT: (R) - Building Better Health McDougal, Littel and Company, Chapter 10.

CONTENT	LEARNING RESOURCES
d. Dynamic learning style: - seeks hidden possibilities - what can be done with things - learning by trial and error, self discovery - adaptable to change; tend to take risks - tends to function by acting and testing experiences - carries out plans - related to managerial positions, sales 3. TIME MANAGEMENT a. Methods: - school - study habits - work - work habits - family - recreation - structured vs unstructured - other b. Importance of time management. c. Effect of technology on leisure time. 4. JOB STRESS a. Reasons for stress: - time problems - family pressure - reaction to change - other	

CONTENT	LEARNING RESOURCES
b. Results of stress: - over tired - temper - no leisure time - physical and mental collapse - other 5. WORK AND CONTRIBUTIONS TO SOCIETY a. Types and contributions: - creating employment for others - raising family - creating (pleasure for others/ cultural) - helping others - other b. Effect on personal dignity: - feelings of value about work being done - relationship between interests, skills and achievement - use of education and skills in worthwhile manner - other	

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 8

Content Checklist

Career Decisions:

---- decision-making model
---- factors involved

Learning Styles:

---- innovative
---- analytic
---- common sense
---- dynamic

Use of Time:

---- ways of using time
---- time management
---- effect of technology

Job Stress:

---- reasons for stress
---- results of stress

Work and Contributions to Society:

---- types and contributions
---- effect on personal dignity

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 8

OBJECTIVES THE STUDENT

1. Observes the ways in which occupations may influence lifestyle and satisfy personal needs.

2. Develops an awareness of ways in which workers in various occupations are interdependent.

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 8

CONTENT	LEARNING RESOURCES
1. INFLUENCE OF OCCUPATIONS ON LIFESTYLE a. Where one lives: - urban or rural - inner city or suburb - quality of housing b. Social status: - financial status - friendship or peer groups - leisure time activity c. Respect and recognition: - job status - personal recognition d. Other. 2. OCCUPATIONAL INTERDEPENDENCE a. Define interdependence. b. Description (e.g., consumer, retailer, wholesaler, manufacturer, processor, raw material, transport, etc.).	PRINT: (R) - Words On Work, An Integrated Approach to Language and Work by Stanley A. Nemiroff et al. Globe Modern Curriculum Press, 1981.

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 8

Content Checklist

Influence of Occupations on Lifestyle:

---- location
---- social status
---- respect

Occupational Interdependence:

---- definition
---- description

Theme III: LIFE CAREERS
Sub-theme C: CAREER EXPLORATION, PLANNING AND PREPARATION
Grade 8

OBJECTIVES THE STUDENT

1. Relates school subjects to various occupations.

2. Differentiates among personal abilities, aptitudes, temperaments and values.

3. Identifies jobs requiring similar skills and educational levels.

4. Recognizes that different occupations require different degrees and types of education.

Theme III: LIFE CAREERS
Sub-theme C: CAREER EXPLORATION, PLANNING AND PREPARATION
Grade 8

CONTENT	LEARNING RESOURCES
1. SCHOOL SUBJECTS AND OCCUPATIONS - school subjects often relate to occupations. (e.g., Language Arts - lawyer, reporter; Math - engineering; Science - doctor, pharmacist; Social Studies - social worker, economist) 2. PERSONAL EVALUATION - abilities - aptitudes - temperaments - values - other 3. SKILLS AND EDUCATIONAL LEVELS a. Types of skills: - computing, analyzing - working with people - using machines and tools - innovating - other b. Levels of education: - high school - college - trade school - university (various levels) - apprenticeship - other c. Relationship of skill and education level to occupation.	

Theme III: LIFE CAREERS
Sub-theme C: CAREER EXPLORATION, PLANNING AND PREPARATION
Grade 8

Content Checklist

School Subjects and Occupations:

---- examples

Personal Evaluation:

---- abilities
---- aptitudes
---- temperaments
---- values
---- other

Skills and Educational Levels:

---- types of skills
---- levels of education
---- relationship to occupation

Theme IV: BODY KNOWLD CARE
Sub-theme B: NUTRITI
Grade 8

FOCUS

"Nutrition is the science of food and its relation to he

It is important for individuals to be able to select foc will ensure life-long "good health", therefore: In order to more appreciate the recommendations and usefullness of Canada's Fde when selecting foods for meals/snacks, one must under- stand the n and sources of basic nutrients important for "good health."

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme B: NUTRITION
Grade 8

OBJECTIVES THE STUDENT

1. Explains the role of nutrition and "balanced diet" to good health.

2. Identifies nutrients and their importance to the body.

3. Recognizes that individuals have similar nutrient needs throughout life but in varying amounts.

4. Understands that different foods contain nutrients in varying quantities and quality.

5. Has an increased awareness of their special nutritional needs during adolescence.

6. Recognizes that nutrition affects their appearance, personality and physical well-being.

7. Recognizes the importance of planning daily foods that are nutritious.

8. Recognizes the importance of making wise food choices from vending machines and fast food counters.

9. Recognizes that only nutritionally sound foods and nutritionally based diets are acceptable for any individual.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme B: NUTRITION
Grade 8

CONTENT	LEARNING RESOURCES
1. PROPER BODY NOURISHMENT a. Good health is achieved through proper body nourishment. b. A balanced diet implies sound nutritional choices for any individual. c. Definition of nutrition: - the science of food and its relation to health.[1] d. A "balanced diet" means: - selecting foods, including snacks, from Canada's Food Guide[2] - selecting a variety from each food group everyday - individual food needs varying with sex, age, activity - moderation when using foods rich in salt, sugar or fat - if alcoholic beverages are consumed, moderation is recommended 2. NUTRIENTS a. Definition - nutrients are substances the body needs to carry on life processes. [1]Nutritive Value of Some Common Foods, Ottawa, Minister of National Health and Welfare, Protection Branch, revised 1979. [2]Ibid	PRINT: (R) - Building Better Health McDougal, Littel and Company, Chapter 4. - Creative Living: Basic Concepts in Home Economics Maclean Hunter Learning Resources, 1982, Chapter 7.

CONTENT	LEARNING RESOURCES
b. Classification of nutrients: - CARBOHYDRATES - PROTEINS - FATS - VITAMINS - MINERALS - WATER c. Functions of nutrients: CARBOHYDRATES: - provide energy - supply B vitamins and iron - provide fiber PROTEINS: - provide essential amino acids FATS: - provide energy - supply fat soluble vitamins A, D, E, & K - provide essential fatty acids VITAMINS: - vital to life as body regulates - identify specific functions for individual minerals MINERALS: - identify specific functions for individual minerals WATER: - maintain regular body temperature - essential for transportation of nutrients	

CONTENT	LEARNING RESOURCES
d. Familiar foods belonging to each nutrient classification: CARBOHYDRATES: - sugars (sugar): mono and disaccharides - starches (flour): poly-saccharides - cellulose (bran): non-digestible carbohydrates PROTEINS: - complete proteins (meat, fowl, eggs, dairy foods, fish, seafoods): animal proteins - incomplete proteins (nuts - walnuts), (seeds - sunflower), (cereals - oatmeal), (pulse foods - dried beans), (legumes - peanuts) FATS: - saturated fats: butter, egg yolk, meats - unsaturated fats: shortening - polyunsaturated fats: vegetable oils VITAMINS: - Vitamin A: carrots, liver, egg yolk, spinach, dark green leafy vegetables, fortified milk	

CONTENT	LEARNING RESOURCES
- Vitamin D: fortified milk, sunlight, fish liver oils - Vitamin K: leafy green vegetables - Thiamin: meats - especially pork, cereals, legumes - Riboflavin: cereals, dairy foods, seeds - legumes, organ meats - Niacin: meats, cereals, dairy foods - Ascorbic Acid (Vitamin C): citrus fruits, cabbage, potatoes, strawberries MINERALS: - Calcium: dairy foods, fish, leafy vegetables - Phosphorus: dairy foods, fish, white grains - Iodine: iodized salt, seafood Iron: egg yolk, red meats, dried fruit, legumes - Fluoride: water supplies, fresh fruits, vegetables, tooth paste WATER: - fruits - vegetables - juices, soups - other beverages	

CONTENT	LEARNING RESOURCES
3. INDIVIDUAL NUTRIENT NEEDS ARE SUMMARIZED IN HEALTH AND WELFARE CANADA: Dietary Guidelines a. The purpose of the R.D.A. Tables (Recommended Dietary Allowance) and recommendations for Canadians Tables: - determine kilojoule and nutrient needs for an individual according to sex, age and activity level - compare one's own dietary intake with the chart or guide	
b. The requirements outlined in Canada's Food Guide - see Canada's Food Guide.	PRINT: (R) - Canada's Food Guide Health and Welfare Canada.
4. FOODS DIFFER IN NUTRIENT AND ENERGY CONTENT a. Nature of food: - vary in nutrient content will vary according to the nature of the food, i.e., orange juice, orange soda pop with added Vitamin C. b. Energy content: - foods vary in kilojoule value - heat content: . 1 gm fat = 37kJ . 1 gm protein = 17kJ . 1 gm carbohydrates = 17kJ . 1 gm alcohol = 30kJ NB: Refer to Nutritive Value of Some Common Foods. Ottawa: Minister of Health and Welfare, 1979.	

CONTENT	LEARNING RESOURCES
5. SPECIAL NUTRITIONAL NEEDS DURING ADOLESCENCE a. Nutrient needs of adolescents differ from those of other age groupings because the teenager's body is a period of rapid growth: - total kilojoule content is higher - increased servings from the milk and milk products food groups are required - additional iron, for females is recommended 6. EFFECT OF NUTRITION a. Nutrition affects individual: - attitude - self-concept - energy level - behavior - appearance - physical well-being b. Nutrition is a factor in determining one's body shape and proportion. c. Nutrition effects body functions: - menstruation - pregnancy - others	PRINT: (R) - Nutritive Value of Some Common Foods, Ottawa, Minister of National Health and Welfare and Health, Protection Branch, revised 1979.

CONTENT	LEARNING RESOURCES
7. NUTRITIOUS DAILY FOOD PLANS INCLUDE: - foods from each of the four Food Groups in Canada's Food Guide, including snack foods - foods moderate with respect to salt, sugar and fat content - foods of appropriate kilojoule value for the individual - variety of foods within every food group - foods that promote good health (avoid sticky, super sweet foods) - food within budget allowances substituting where required (substitute fresh salmon steaks with canned salmon) For example: A sample food plan for a teenager: - bran flakes: 1 serving - milk: 1 serving - orange juice: 1 serving - broiled hamburger/bun: 1 serving - tomato, lettuce, pickle: 1 serving - cheddar cheese: 1 serving - green grapes: 1 serving - carton of milk: 1 serving - tomato juice: 1 serving - roasted chicken: 1 serving - steamed rice: 1 serving - stir fried vegetables: 1 serving - baked apple: 1 serving - vanilla ice cream: 1 serving - oatmeal cookies: 1 serving NB: For additional energy, increase the number and size of servings from the various food groups or add other foods.	

CONTENT	LEARNING RESOURCES
8. FAST FOODS a. Acceptable choices from vending machines or fast food counters: - foods rich in valuable nutrients (low in fat, sugar, salt) - foods from the four food groups (Canada's Food Guide) - foods that contribute to the total nutrient needs for the day for the individual	
9. NUTRITIONAL SUPPLEMENTS, FAD DIETS, HEALTH FOODS a. Nutritional supplements: - no nutritional supplements are acceptable for an individual unless prescribed by a medical doctor or on the recommendation of a registered dietitian. - no one food or type of food can substitute for proper nourishment as outlined in Canada's Food Guide For example only: Myth: vitamin pills and high-protein drinks are excellent nutrient supplements needed for good health. Fact: vitamin pills prescribed for pregnant women are needed; excess vitamin intake may cause hypervitaminosis.	PRINT: (R) - Building Better Health (Green Level) Chapter 4, pages 124-9. McDougal, Littel and Company.

CONTENT	LEARNING RESOURCES
b. Regular diets differ from fad diets: - regular diets are based upon Canada's Food Guide - special diets are adaptations needed for a specific reason and are based upon nutrition knowledge, common sense and usually under the guidance of a medical doctor. For example: - weight-loss diets - prenatal diets - athletic diets - fad diets are crash programs to weight loss. Fad diets appeal because they promise quick weight loss with little effort by the individual dietor For example: - single food diets: mayo grapefruit diet, the banana skim milk diet - fasting - liquid protein diet/formula diets - self-prescribed diet pills or candies - programs - Dr. Aikens c. Health foods are: - foods that have special qualities which promote good health and prevent, treat or cure disease.	

CONTENT	LEARNING RESOURCES
PRE-CAUTION: However, the term is misleading because the nutrients in any food can contribute to one's nutritional needs. For example: - Brewers Yeast is a good source of B vitamins but so are all breads and cereals.[1] NB: Refer to the Food and Drugs Act Canada. d. "Natural foods" are: - food direct from nature (unaltered) - through advertising, the term implies "superior" food PRE-CAUTION: Natural foods need not be better foods. For example: - honey is a sweetner just like table sugar - raw milk is unsafe to drink; pasteurization of milk destroys harmful bacteria - bread made without preservations has a short shelf life [1]Food "Hang Ups" Wonder Foods, Educational Services.	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme B: NUTRITION
Grade 8

Content Checklist

Definitions:

---- nutrition
---- "balanced diet"
---- nutrients
---- kilojoule value

Nutrients:

---- function of
---- important sources

Nutrient Needs Throughout Lifecycle:

---- focus on nutrition adolescents (important characteristics)

Canada's Food Guide - use of
Food Composition Tables - use of

Daily Food Plans:

---- how to plan
---- adaptations for adolescents and weight control

Nutritional Supplements:

---- intended purpose
---- actual value

Health Foods:

---- intended purpose
---- actual value

Fad Diets:

---- intended purpose
---- actual value

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme D: SAFETY AND FIRST AID
Grade 8

GOALS:

1. Understanding the nature of accidents.

2. Understanding the importance of preventing or controlling accidents so as to perserve life.

3. Understanding the importance of knowing about vehicles and their safe operation.

4. Understanding the implications of the practice of hitchhiking.

OBJECTIVES THE STUDENT

1. Defines the term accident.

2. Identifies the possible causes of accidents and collisions.

3. Has an increased awareness of preventive measures and controls that can be implemented to reduce potential accidents.

4. Has an increased awareness of the factors affecting safe vehicle operation.

5. Has an increased awareness of the factors involved in hitchhiking.

CONTENT	LEARNING RESOURCES
1. ACCIDENTS a. Definition: - an accident is an unplanned event that can cause injury, death and/or property damage 2. CAUSE OF ACCIDENTS a. Individuals are not capable mentally or physically: For example: - too sleepy: falls asleep on the road - too small: motorcycle too large for the operator b. Individuals act carelessly or irresponsibly: - showing off (i.e., overturned boat) - uncaring attitude (i.e., no helmet for passenger) - overconfidence (i.e., firearm shooting) - stress (i.e., running away or hitchhiking) - under the influence of (i.e., drinking and driving) - lack of proper knowledge (i.e. not knowing skills for skiing - broken leg) - disregard for the law (i.e., not wearing life jacket when boating) - working with flammable materials while smoking	

CONTENT	LEARNING RESOURCES
3. PREVENTION AND CONTROL OF ACCIDENTS a. Accidents can be prevented or lessened: - awareness of total situation including potential hazards, e.g., driving a motor vehicle: potential hazards; other - knowledge of defensive techniques, e.g., operating a vehicle: motorized, non-motorized - being a pedestrian, e.g., city; country - in occupations, i.e., electrical safety for electricians - participating in activities, e.g., sport, i.e., hunting and swimming; other b. Controls and education: Federal Government: - regulation, e.g., building codes and safe clothing - labeling, e.g., food products - licensing, e.g., air crafts and registration of firearms - education Provincial Government: - licensing, e.g., fishing/ hunting and vehicle operators - education	

CONTENT	LEARNING RESOURCES
Local Government: - licensing - enforcement, e.g., by-laws and fire regulations Other: - Canadian Standards Association, e.g., electrical wiring codes and helmet standards for motor, bike and hockey - other c. Responsibility for enforcement of accident prevention: - individual - legal: police, courts, by-law enforcement officers - other: Alberta Transportation . vehicle safety - AMA: school safety patrols, pupil transportation - other 4. VEHICLE OPERATION a. Knowledge and attitude: - intended purpose, e.g., A.T.V.'s (All Terrain Vehicles) provide recreation in an off-highway environment - operation procedure - maintenance routine to ensure optimum safety . vehicles should be inspected routinely to avoid potential hazards, e.g., loose belts on snowmobiles, other	

CONTENT	LEARNING RESOURCES
- built-in safety features . requirements . proper use, e.g., vehicle passenger restraints for all passengers are required safety features in any automobile; these restraints must be securely and properly fastened in order to be effective - regulations regarding operation of vehicle, e.g., for A.T.V.'s (All Terrain Vehicles) licenses are issued for both the operator and the vehicle by the province; local authorities outline boundaries for their use - insurance protection, e.g., adequate insurance coverage must be carried for the operators, passengers if any, the vehicle itself and any damages a collision may cause (boat, A.T.V. automobile, farm machinery, bikes, etc.) - potential hazards, e.g., serious injuries/death occur when operators involved in motorcycle collisions do not wear proper helmets - safety procedures, e.g., when idling an automobile for any reason, always allow fresh air to circulate (open a window) to prevent CO poisoning of occupants - attitude: safe attitude is required	

CONTENT	LEARNING RESOURCES
b. Information about the safe operation of vehicles: - Alberta Transportation Safety Branch - Alberta Parks and Recreation - Motor Vehicle Administration Act - Off-Highway Vehicle Act - law enforcement officers: local police, R.C.M.P., other - retailers: automobiles, A.T.V., motocycles, bicycles, farm equipment, snowmobiles, boats - St. John Ambulance: courses in first aid 5. HITCHHIKING a. Facts every hitchhiker knows about hitchhiking: - legislation and by-laws regarding the practice - potential traffic hazard while hitchhiking - potential personal risk while hitchhiking, e.g., risk with unknown b. Facts every driver picking up hitchhikers know: - legislation and by-laws regarding the practice - potential traffic hazard - potential personal risk with unknown party, e.g., physical hazard	

Theme IV: BODY KNOWLEGE AND CARE
Sub-theme D: SAFETY AND FIRST AID
Grade 8

Content Checklist

Accidents:

---- definition
---- examples

Cause of Accidents:

---- mentally not capable
---- physically not capable
---- careless/irresponsible actions

Prevention of Accidents:

---- awareness of total situation
---- cognizant of potential hazards
---- knowledge of defensive techniques

Control of Accidents:

---- federal government
---- provincial government
---- local government
---- other

Responsibility for Enforcement of Accident Prevention:

---- individual
---- legal
---- other: Alberta Transportation, Red Cross, A.M.A., other

Vehicle Operation:

---- knowledge about the vehicle
---- attitude required for safe operation
---- sources of information

Content Checklist

Hitchhiking:

---- facts for the hitchhiker: legislation/bylaws, potential traffic hazard, potential personal hazard

Facts for the Person Picking Up Hitchhikers:

---- legislation/bylaws
---- potential traffic hazard
---- potential personal risk

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG-ABUSE
Grade 8

FOCUS

Drug use and abuse within our society is affected by the interaction of many factors. In turn, the development of responsible drug use attitudes and behaviors are very complex issues.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG ABUSE
Grade 8

GOALS:

1. Understanding the role risk assessment and decision-making play in the responsible use of drugs.

2. Understanding the relationship between lifestyle, alternatives and drug use.

3. Understanding the role of various services and agencies where information and help regarding the use and abuse of drugs can be obtained.

OBJECTIVES THE STUDENT

1. Defines drug use and drug abuse.

2. Understands why individuals use/abuse drugs.

3. Assesses the risks related to drug use/abuse.

4. Recognizes the dangers created by drug interactions.

5. Develops a more accurate perception of the causes and consequences of drug use/abuse.

6. Applies decision-making skills in relation to drug use/abuse.

7. Recognizes that individual lifestyles promote alternatives to drugs.

8. Identifies appropriate referrals for various drug use/abuse information and concerns.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG ABUSE
Grade 8

CONTENT	LEARNING RESOURCES
1. DEFINITION OF DRUG AND DRUG ABUSE a. Definition (review): - drug: any substance other than food, which is taken to change the way the body or the mind works, for example: over-the-counter drugs (aspirin), prescribed drugs (valium), other (alcohol) - drug abuse: drug use that in someway causes a problem; problems can occur within any of the major life areas such as physical and mental health, family and friends, social encounters, other c. Examples (review): - taking more of a drug than needed to treat a health problem (e.g., aspirin, cough medicine) - taking a drug prescribed for someone else (e.g., tranquillizers) - drug use that results from family fights, problems in school (e.g., cannabis) - abuse of drug in athletics (e.g., steroids in weight lifting)	PRINT: (R) - Alive, Adolescents, Alcohol and Driving A.A.D.A.C., 1982. - Teachers Resource Kit A.A.D.A.C., N.D. - Building Better Health McDougal, Littel and Company, Chapter 6.

CONTENT	LEARNING RESOURCES
2. INDIVIDUALS USE DRUGS FOR DIFFERENT REASONS a. Common reasons for drug use include: - peer influence - social - ceremony (family tradition, religious beliefs) - medical - relaxation - dependency - media influence - experimental (curiosity) - other b. One may begin using a drug for one reason but continue or increase use for another reason. 3. ASSESSING RISKS RELATED TO DRUG USE/ABUSE a. Risks related to drug use vary depending on characteristics of the person using the drug, characteristics of the drug, and the physical and social setting the drug is used in. b. Possible risks include: - consequences to mental health - consequences to physical health - risk of dependency - legal consequences - safety hazards - impact on family, peers and society (for example: second hand smoke, fetal alcohol syndrome, family breakdown) - other	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG ABUSE
Grade 8

CONTENT	LEARNING RESOURCES
4. DRUG INTERACTIONS - often if two or more drugs are used in combination they interact and the effects are unpredictable. Effects can be lessened, combined or multiplied. 5. FACTORS THAT MAY INFLUENCE DRUG USE - peer influence - drug information - opportunities for use - accessibility of alternatives - self concept, social and interpersonal skills - habit - lifestyle - advertising (beer, wine, cigarettes, pills) - modelling of appropriate behavior - other 6. CAUSES AND IMPLICATIONS OF DRUG ABUSE There are many theories that attempt to explain the causes of drug abuse, but it is difficult to state that <u>one</u> theory is totally correct or incorrect, for example: - how an individual uses a drug, is learned - tendency for drug abuse is inherited - drug abuse is dependent on body's reaction to the substance, i.e., allergy - other	

CONTENT	LEARNING RESOURCES
7. TYPES OF PROBLEMS ASSOCIATED WITH DRUG USE/ABUSE - immediate consequences: these are problems that occur during or immediately after drug use. For example: fights with family or friends, problems with the law, injuries resulting from accidents. - missed opportunities for learning and development: people who use drugs often can miss out on chances to learn from experiencing new situations. For example, using drugs to feel comfortable or have fun in social situations may result in an impaired ability to interact socially. - beginning patterns of dependence: this means "getting into the habit" of using drugs. - dependence: continued use of a drug over a period of time can result in physical and or psychological addiction. Problems in major life areas are associated with drug dependence. 8. DECISION-MAKING a. Decision-making model (review) Steps: - identify the problem - assess sources of information regarding the problem - consider all possible alternatives	

CONTENT	LEARNING RESOURCES
- make a decision based on the pros and cons of each alternative and its consequences for self and others and the situation - decide on a course of action that will support the decision - accept responsibility for the decision - put a plan of action into effect - evaluate the success of the plan and the decision - change the decision or make sure that future behavior is consistent with the decision, depending on the success or failure of the original decision b. Factors to consider when making decisions in each of the following situations: - characteristics of the individual (mental and physical health, age, size, reasons for use, etc.) - characteristics of the drug (dose, route into body, interaction with other drugs, purity, side-effects, etc.) - characteristics of the setting (where and when is drug being used) c. Example case studies only: - drinking when pregnant, e.g., fetal alcohol syndrome - supplying beer to classmates who are not 18 years old	

CONTENT	LEARNING RESOURCES
- using drugs to loose weight - smoking where "No Smoking" signs are posted - getting a ride home with someone who has been drinking - smoking marijuana in your parent's home - other 9. ALTERNATIVES TO DRUGS - for medical reasons: ask the doctor for information about the intended effects and side effects of the drug, e.g., cold or other medication - for situations of stress: incorporate alternative activities or reorganize lifestyle to reduce stress, e.g., pressure from work - set time aside for physical exercise - for socializing or relaxation: select other beverages or activities that would create a "fun atmosphere", e.g., develop good interpersonal/social skills, be creative with leisure time, get to know your community and the resources it has to offer 10. AVAILABLE SERVICES AND AGENCIES a. Support groups or agency services are available for: - individuals requesting information - any individual abusing drugs (personally referred or referred via doctor/ counsellor/courts)	

CONTENT	LEARNING RESOURCES
- a friend or family member experiencing problems as a result of another's drug abuse b. Support groups, resources or agencies include: - immediate family - friends (trainer peer support groups) - counsellors (school, agencies, clergy) - groups: alcoholics anonymous, Alateen; drug therapy sessions; defensive driving courses; community based (church, others) - hospitals, health units, distress/crisis centers - doctors, nurses, dietitians - AADAC: The Alberta Alcoholism and Drug Abuse Commission - Canadian Cancer Society - libraries - information referral services - others	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme G: DRUG ABUSE
Grade 8

Content Checklist

Drugs:

---- define (review)
---- examples

Drug Abuse:

---- define
---- examples

Use of Drugs:

---- reasons

Assessing Risks:

---- related to drug use/abuse
---- examples

Drug Interactions:

---- single effect
---- mixing drugs

Factors That May Lead to Drug Abuse:

---- discuss

Causes and Implications of Drug Abuse:

---- theories
---- examples

Problems Associated with Drug Use/Abuse:

---- examples

Decision-Making:

---- review model
---- case studies

Alternatives to Drugs:

---- examples

TEACHING HUMAN SEXUALITY

Theme V, Human Sexuality is an optional theme.

Approval by the local Board of Education is required prior to teaching the Human Sexuality theme.

It is recognized that teaching human sexuality is a responsibility which the teacher shares with the home. Consequently, it is highly recommended that the following conditions be met before the theme is introduced:

- a parent information night to meet the teacher, and to review media and teaching concepts.
- parental permission sought for each child who will attend the class.

It is also recommended that the teacher:

- involve selected local health or medical people in the parent night.
- invite guest speakers well in advance, e.g., public health nurse, physician, or other trained personnel from the community.
- within the policy of the school board, encourage parents to visit the classroom whenever they wish.
- discuss lessons with another person to establish a feeling of comfort in using terms and concepts.
- decide (within the policy of the board) how students will be grouped for certain portions of this unit.
- mail home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions.
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

FOCUS

"Human beings have no built-in knowledge of how to solve the problems of family living or how to meet basic needs effectively in our complex and changing society. This knowledge must be acquired.

Family life education has three chief purposes: to develop emotionally stable children and adolescents who feel sufficiently secure and adequate to make decisions as to their conduct without being carried away by their emotions; to provide sound knowledge not only of the physical aspects of sex behavior, but also its psychological and sociological aspects, so that sexual experience will be viewed as a part of the total personality of the individual; and to develop attitudes and standards which will ensure that young people and adults will determine their sexual and other conduct by considering its long-range effects on their own personal development, the highest good of other individuals and the welfare of society as a whole."

While family life education takes place in the home, schools share with parents a responsibility for ensuring that students have adequate knowledge and skill to deal with pressures placed on them by peers and a society that reflects an eclectic array of values.

Depending on the particular grade level, Theme V concentrates on three or four major areas of information related to the concept of sexuality:

1. puberty
2. male and female roles, and/or
3. sexual decision-making

Throughout the theme, emphasis on the individual nature of change and growth, and the importance one's family and personal values with respect to sexuality and sexual decision-making has remained a primary goal and focus.

Family Living and Sex Education, 2nd edition, A Guide for Parents and Youth Leaders by S.R. Laycock. Published for Canadian Health Education Specialists Society. Ottawa, Toronto: M.I.-Mac Publications Ltd., 1974.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 8

GOALS:

1. Increased understanding of puberty and the physical and emotional/ personal changes that occur during puberty.

2. Understanding the effects of pubertal changes on relationships.

3. Understanding the process of reproduction.

4. Awareness of the basic purpose and function of contraception.

5. Understanding the concepts of readiness and sexual expression.

OBJECTIVES THE STUDENT

1. Becomes increasingly familiar with the physical changes that take place during puberty.

2. Has an increased awareness that puberty is a growing process through which a person changes physically and emotionally.

3. Has an increased awareness of secondary sex characteristics that develop during puberty.

4. Understands that males and females reach puberty at different times.

5. Develops an understanding that each individual develops uniquely.

6. Develops an acceptance of his/her own stage and level of development.

7. Develops an understanding of the effects that puberty has on relationships.

8. Develops an understanding that the menstrual cycle as a natural process is an integral part of human reproduction.

9. Develops an awareness of ovulation.

10. Develops an awareness of the role of the endocrine system in the onset of puberty.

11. Has an increased awareness that the production of sperm cells marks the onset of puberty in males.

12. Has an increased awareness of how sperm cells are produced.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 8

OBJECTIVES THE STUDENT

13. Has an increased awareness of how sperm cells are released from the body.

14. Understands the process of reproduction from conception to birth.

15. Develops an awareness of the purpose and methods of contraception.

16. Develops an acceptable vocabulary useful in describing puberty and reproduction.

17. Recognizes the difference between physical and social-emotional maturity for reproduction.

18. Develops an awareness of the new responsibilities that are a part of sexual maturity.

19. Develops an awareness that the desire to masturbate is natural.

20. Develops an acceptance of himself/herself as a sexual being.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 8

CONTENT	LEARNING RESOURCES
1. PUBERTY Review: - puberty, growth, development - physical changes - age of onset for males and females - role of pituitary and hormones 2. FUNCTIONS OF HORMONES a. Testosterone (male): - hormone produced by testes, responsible for development of primary, secondary sexual characteristics and changes in reproductive system b. Estrogen (female): - hormone produced by ovaries, responsible for primary, secondary sexual characteristics and changes in reproductive system 3. PHYSICAL AND EMOTIONAL CHANGE a. Female: - review anatomy and physiology - breast development and function - widening of pelvic region - development of fatty tissue - menstruation, irregularities, cycle variations - ovulation	PRINT: (R) - Decisions for Health Nelson Canada, Chapters 5 and 6.

CONTENT	LEARNING RESOURCES
b. Male: - review of anatomy and physiology - increase in size of all organs - increase in muscle tissue, strength (sometimes lack of coordination) - sperm production - erection: spontaneous, nocturnal emission ejaculation c. Social/personal changes: - self-consciousness re: physical changes - greater interest in appearance of self and others - greater awareness of sexuality; attraction - conflict between sexual feelings and values - mood variation - attempt to establish sexual identity - period of restlessness/ lethargy - period of depression 4. SEXUAL INTERCOURSE AND CONCEPTION a. Define sexual intercourse. b. Define conception (review): - sperm enters female during sexual intercourse or through sperm deposited near entrance to vagina - movement of sperm and ovum along reproductive tract - fertilization takes place in fallopian tubes	

CONTENT	LEARNING RESOURCES
- onset of menstruation if no fertilization 5. SEXUAL EXPRESSION a. Description (review): - kissing, holding hands, touching, hugging, sexual intercourse - poetry, music, letters - masturbation: facts and myths b. Physical and social/personal maturity: - define (review) 6. REPRODUCTION AND BIRTH a. Fetal development (review): - define: embryo, fetus, uterus, placenta, umbilical cord - implantation - role of amniotic sac and fluid b. Birth process (review): - labor and delivery - cesarean section - breech birth - multiple birth; identical/fraternal 7. ALTERNATIVES TO PREGNANCY a. Abstinence. b. Contraceptive methods: - purpose and function - birth control pills - condom	

CONTENT	LEARNING RESOURCES
- foam/jelly - diaphragm - cervical cap - IUD - interuterine device - fertility awareness - other c. Decision-making: - attitudes - myths and facts - reasons for use, misuse, non-use	

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 8

Content Checklist

Puberty:

---- definitions of puberty, hormones and pituitary (review)

Functions of Hormones:

---- definition of testosterone
---- definition of estrogen

Physical and Emotional Changes:

---- female changes in physiology, ovulation and menstruation
---- male changes in physiology, sperm production and erection
---- emotional changes

Sexual Intercourse and Conception:

---- definition of sexual intercourse
---- definition of conception (review)

Sexual Expression:

---- description of sexual expression (review)
---- definition of physical and social/personal maturity (review)

Reproduction and Birth:

---- fetal development (review)
---- birth process (review)
---- multiple births

Alternatives to Pregnancy:

---- abstinence
---- purpose and function
---- methods (review)
---- decision-making

Theme V: SEXUALITY
Sub-theme B: MALE/FEMALE ROLES
Grade 8

GOALS:

1. Understanding that biological differences, time, place and culture affect male/female roles.

2. Understanding stereotyping and its effect on male/female roles.

OBJECTIVES THE STUDENT

1. Has an increased awareness of the effect that society has on male and female roles.

2. Has an increased awareness of the effect that time, place and culture have in defining roles.

3. Has an increased awareness of the limiting nature of sex role stereotyping on individual development.

4. Has an increased awareness of the changing nature of male and female roles.

5. Has an increased awareness of the sexual double standard and ways of coping with it.

Theme V: SEXUALITY
Sub-theme B: MALE/FEMALE ROLES
Grade 8

CONTENT	LEARNING RESOURCES
1. SEX ROLE STEREOTYPING a. Define (review). b. Advantages: - allow people to know where they fit - passes on traditional values - other c. Disadvantages: - denies individuals right to choose freely - locks people into specific behaviors - creates erroneous beliefs - other 2. SEXUAL DOUBLE STANDARD a. Define: - situation in which certain behaviors are considered appropriate for one sex but not the other - examples of ways in which boys/girls are expected to act differently with respect to sexuality 3. LANGUAGE AND STEREOTYPING a. Language as a reflection of sex role stereotyping: - objects referred to as 'she' - generic terms excluding women (mankind) - women described as weaker sex	

CONTENT	LEARNING RESOURCES
- introduction of women in context of marital status - other 4. MALE/FEMALE ROLES a. Define androgyny: - situation in which one feels comfortable expressing personal qualities once attributed to only one sex, e.g., tender, caring male or ambitious female b. Reactions to non-traditional roles: - female truck driver - male secretary - househusbands - female high school principals - other	

Theme V: SEXUALITY
Sub-theme B: MALE/FEMALE ROLES
Grade 8

Content Checklist

Sex Role Stereotyping:

---- definition (review)
---- advantages
---- disadvantages

Sexual Double Standard:

---- definition
---- examples

Language and Stereotyping:

---- examples of stereotyping in language

Role Alternatives:

---- definition of androgyny
---- reactions to non-traditional sex roles

Theme V: SEXUALITY
Sub-theme C: SEXUAL DECISION-MAKING
Grade 8

GOALS:

1. Understanding the importance of respect for self and others in relation to sexuality.

2. Understanding the importance of responsible decision-making in relation to sexual expression.

OBJECTIVES THE STUDENT

1. Has an increased awareness of the importance of respect for self and others in relation to sexuality.

2. Has an increased awareness of the role that home, school, community and media play in the development of sexual attitudes.

3. Develops an appreciation of the demeaning nature that exploitation has on individuals.

4. Has an increased awareness of the various aspects of sexuality.

5. Examines attitudes and values in relation to the various aspects of sexuality.

6. Develops skills in decision-making.

7. Develops skills in assertive behavior.

8. Has an increased awareness of the importance of consistency between values and actions.

Theme V: SEXUALITY
Sub-theme C: SEXUAL DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
1. RESPECT AND SEXUALITY a. Importance of respect for self and others: - self-respect makes it easier to refuse participation in actions harmful to one or contrary to one's values - respect for others makes it less likely that exploitation will occur 2. EXTERNAL FORCES ON SEXUAL ATTITUDES a. Home: - influence related to sex roles, sexual decision-making and values b. Media: - reflection of societal attitudes - distortion of sexual behaviors; everyone acts this way attitude c. Schools: - course presentation of sexuality information - students of various backgrounds sharing ideas - teacher attitudes and behaviors d. Peers. e. Other.	

Theme V: SEXUALITY
Sub-theme C: SEXUAL DECISION-MAKING
Grade 8

CONTENT	LEARNING RESOURCES
3. EXPLOITATION a. Define. b. Examples: - media - sexual - career - peer - pornography - other c. Effects of exploitation: - treats others as having less value - demeaning, lowers respect - may involve coercion - other 4. SEXUAL DECISION-MAKING a. Possible decisions: - to date or not to date - limits on sexual intimacy and with whom - reactions to differing sexual attitudes - marriage - family planning - passing values to children; instruction - other b. Decision-making model: (see p. 18) - apply	

CONTENT	LEARNING RESOURCES
c. Values and actions: - consistency - values are reflected in actions - if what is believed is in conflict with behaviors, feelings of guilt, lowered self-esteem may result 5. ASSERTIVENESS a. Define assertiveness (review): - ability to stand up for oneself in a positive way, without harmful intentions - ability to say no without giving many reasons or excuses - goal is development of respect for one's own values and behaviors while avoiding aggressive behaviors towards others b. Assertiveness and sexual decision-making: - saying no to a date - asserting rights as a male or female employee - choosing appropriateness of behavior - other 6. SEXUALLY TRANSMITTED DISEASES a. Definition, types. b. Attitudes.	

Theme V: SEXUALITY
Sub-theme C: SEXUAL DECISION-MAKING
Grade 8

Content Checklist

Respect and Sexuality:

---- importance of respect for self and others in relationships

External Influences on Sexual Attitudes:

---- home
---- media
---- schools
---- peers
---- other

Sexual Decision-Making:

---- examples of possible sexual decisions
---- decision-making model
---- values and actions

Assertiveness:

---- definition (review)
---- examples of assertiveness in sexual decisions

Sexually Transmitted Diseases:

---- definition, types
---- attitudes

Theme I: SELF-AWARENESS AND ACCEPTANCE
Grade 9

FOCUS

"Each human being is born as something new, something that has never existed before. He is born with what he needs to win at life. Each person in his (her) own way can see, hear, touch, taste and think for himself (herself). Each has his own unique potentials... capabilities and limitations. Each can be a significant, thinking, aware and creatively productive person in his (her) own right..."

In an attempt to provide young people with opportunities to develop attitudes of self-awareness and acceptance, Theme I relates to three basic areas of interest:

1. The self.
2. Feelings
3. Decision-making skills.

James, Muriel and Jongeward, Dorothy, Born to Win, Addison-Wesley Publishing Company, (Reading; 1971).

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

GOALS:

1. Understanding self-concept and its relationship to achievement.

2. Understanding the concept of interdependence.

3. Understanding the relationship between values and decisions.

4. Understanding the concepts of personality and personal responsibility.

OBJECTIVES THE STUDENT

1. Understands the relationship between self-concept and future achievement.

2. Has an awareness of the continuous interaction between self-acceptance and overall development.

3. Has an increased awareness of how others perceive them.

4. Has an increased awareness of how the perceptions of others affects self-concept.

5. Recognizes that individuals are interdependent with others in varying degrees according to their needs.

6. Explains the difference between being alone and being lonely.

7. Has an increased awareness that it is possible to change personal qualities.

8. Recognizes that they are the only ones who can institute changes in themselves.

9. Develops an understanding of strengths.

10. Defines basic values.

11. Explains how individuals acquire and assimilate their values.

12. Recognizes that values may change over time.

13. Recognizes how values may affect behavior and decision-making.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

OBJECTIVES THE STUDENT

14. Differentiates between self-esteem and conceit.

15. Understands that each individual is unique and valuable.

16. Defines personality.

17. Recognizes what is admired most in personality.

18. Recognizes that habits are expressions of personality.

19. Examines emotional needs and explore ways in which they are met.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

CONTENT	LEARNING RESOURCES
1. SELF-CONCEPT AND FUTURE ACHIEVEMENT a. Positive self-concept: - determines who we are, but also what we choose to become - increases self-confidence - increases willingness to accept new challenges - fosters positive regard for abilities - creates greater openness to a wide range of careers - develops attitudes for success b. Negative self-concept: - lowers self-confidence - makes one less willing to attempt new things - narrows the range of career possibilities - creates a pessimistic view of chances of success	FILMSTRIP KIT: (R)* - Self-Concept: How I Know Who I Am Sunburst Communications, 1982. Distributed by International Telefilm Enterprises.
c. Factors of development that affect self-concept: - changes in physical, social/personal, and intellectual qualities and abilities - as a person develops some changes will be easy to accept, others more difficult - the ability to accept oneself will likely also change throughout life	PRINT: (R) - What Do You Like About Yourself? - Developing A Positive Self-Concept Washington, D.C. Home Economics Education Association, 1982. (Teacher Resource)
2. PERCEPTIONS OF OTHERS a. Effect of perceptions of others on self-concept: - less important than one's own view of oneself	*(R) - Recommended Resource

CONTENT	LEARNING RESOURCES
- the more important the relationship, the more likely that the perception will have an impact - parents, siblings, teachers, friends and peers all give feedback as to how much a person is respected, loved - perceptions provide either positive or negative support on existing feelings of self-worth b. Reasons for the differences: - values or beliefs of others - your behavior while around them - perceptions or biases of others 3. INTERDEPENDENCE a. Define interdependence: - a situation in which people rely on each other for the mutual satisfaction of their needs b. Difference between being alone and being lonely: - alone: by oneself, perhaps by choice; may be enjoyable, relaxing; a time to collect one's thoughts; may be positive or negative - lonely: an emotion; usually negative; reflects a need for companionship or caring that is not being met; possible to be lonely even in the midst of a large group	

CONTENT	LEARNING RESOURCES
c. Factors that would affect the extent to which a person needs others: - age - economic conditions - health - personality - family background - self-concept - other 4. PERSONAL RESPONSIBILITY FOR CHANGE a. Qualities considered to be special strengths in people: - physical strengths: athletic abilities, working with one's hands, fitness, health, appearance, neatness - social/personal strengths: understanding, coping with feelings, happiness, friendliness, the ability to meet new people - intellectual strengths: intellect, creativity, talent, school achievement, decision-making skills - ethical/moral strengths: respectful, responsible, fair/just, tolerant, honest, kind, forgiving, committed to democratic ideals, loyal b. Areas of personal change: - careers - hobbies or interests - physical fitness - appearance - values and attitudes - abilities and skills - self-concept	

CONTENT	LEARNING RESOURCES
c. Ways of changing: - increased education - changes in self-concept - influence of significant others - medical factors - changing family situation or lifestyle d. Influences of others: - positive examples - suggestions - helping to see alternatives - giving feedback on the changes taking place e. Personal responsibility for change: - change must be consistent with personal values if it is to be permanent - each individual has to handle the consequences of the changes 5. VALUES AND DECISION-MAKING a. What are values? (review): - ideas or concepts that guide one's behavior and by which one attempts to live one's life - the basic belief system of a person or society, sometimes described in terms of right and wrong	

CONTENT	LEARNING RESOURCES
Basic values: - family - honesty - religion - freedom - peace - community involvement - law - others b. Acquiring and assimilating values: - family beliefs and values - reinforcement of behaviors that reflect these values - church - society and socialization of children - culture or ethnic influence - observations of significant others c. Changes in values: - some values may remain relatively constant - some values may change due to internal or external factors - examples d. When making decisions, values affect: - selection of appropriate alternatives - the way one sees each of the alternatives - the final selection and the extent to which the ultimate choice is consistently followed and repeated	

CONTENT	LEARNING RESOURCES
- behaviors, since behavior is the concrete expression of values 6. SELF-ESTEEM AND CONCEIT a. Characteristics of self-esteem (review): - not afraid to feel good about self - looks for the good in others - genuinely happy about the success of others and self - gives positive messages and compliments when deserved and always with sincerity b. Characteristics of conceit (review): - much bragging or boasting - giving negative feedback at the exclusion of any positives - quick to point out the faults of others 7. PERSONALITY a. Define personality: - a word which describes all those characteristics which make each person unique - personality may include: values, behaviors, emotions, relationship skills, and the perceptions of self and others about each person	

CONTENT	LEARNING RESOURCES
b. Positive characteristics of personality: - caring - sense of humor - bravery - enthusiasm - independence - intelligence - generosity - wisdom c. Define habits: - acquired or developed behaviors that occur so frequently and regularly that they have become virtually automatic - examples: . doing up seatbelts . study habits . biting fingernails . reading the paper in a certain order . exercising daily . other 8. MEETING SOCIAL/PERSONAL NEEDS a. Define needs people have: - need for love - companionship - tenderness - sympathy - understanding - acceptance - belonging - other	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

CONTENT	LEARNING RESOURCES
b. Providing emotional/personal support: - family - one's pet - church - school - clubs - counsellors - classmates - friendships	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF
Grade 9

Content Checklist

Self-Concept and Future Achievement:

---- describe positive self-concept
---- describe negative self-concept
---- developmental factors that affect self-concept

Perceptions of Others:

---- effects of others on self-concept
---- why perceptions vary from person to person

Interdependence:

---- definition
---- difference between loneliness and aloneness
---- factors affecting degree of interdependence

Personal Responsibility for Change:

---- characteristics considered as strengths
---- areas people sometimes change
---- methods of creating change
---- influence of others on change
---- why an individual must take responsibility for change

Values and Decision-Making:

---- definition of values (review)
---- basic values (review)
---- methods of acquiring values (review)
---- changes of values (review)
---- decision-making model (review)

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 9

GOALS:

1. Understanding the nature of feelings and the ways in which they are expressed.

2. Understanding the relationship between emotional and physical health.

OBJECTIVES THE STUDENT

1. Recognizes the importance of being sensitive to the feelings of others.

2. Identifies ways of dealing with the lack of emotional expression in others.

3. Understands relationship between physical and emotional health.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 9

CONTENT	LEARNING RESOURCES
1. EXPRESSION OF FEELINGS a. Define feelings (review): - feelings are our natural reaction 2. SENSITIVITY TO OTHERS a. Importance of sensitivity to other people's feelings: - builds feelings of esteem in self and others - enhances communication - lessens the possibility of misunderstandings - allows more information in making decisions regarding relationships, friendships - increases sensitivity towards one's own feelings 3. EMOTIONAL EXPRESSION IN OTHERS a. Reasons for lack of expression: - have been 'hurt' in the past and are afraid to open up again - uncertain of the appropriateness of an expression of feelings - the feelings one is expecting are not present in the other person - lack of trust - privacy is important b. Ways to deal with lack of expression: - be understanding of the possible reasons why this might be the case	

CONTENT	LEARNING RESOURCES
- gradually develop a higher trust level - show a willingness to express your own feelings - communicate your desire to know how they're feeling - use communication skills and your own perceptions of their behavior to attempt to identify what they are feeling 4. EMOTIONAL AND PHYSICAL HEALTH a. Relationship between emotional and physical health: - how one is feeling (depressed, happy, under stress, etc.) will have an impact on such things as appetite, interest in positive body image, grooming, preventive health practices b. Health problems related to emotional problems: - ulcers - migraines - indigestion - loss of sleep - insomnia - hypertension - addiction - poor eating habits ranging from skipping meals to anorexia/obesity - other	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme B: FEELINGS
Grade 9

Content Checklist

Expression of Feelings:

---- definition of feelings (review)

Sensitivity to Others:

---- importance of being sensitive to others' feelings

Emotional Expression in Others:

---- why others sometimes fail to show expression
---- methods of dealing with lack of emotional expression

Emotional and Physical Health:

---- describe relationship between emotional and physical health
---- describe health concerns related to emotional problems

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 9

GOALS:

1. Understanding the effects of emotional change.
2. Understanding the nature and effects of depression.
3. Understanding the facts and myths related to suicide.

OBJECTIVES THE STUDENT

1. Understands the effects of the changing nature of emotions.
2. Recognizes the cyclical nature of depression and ways to cope with it.
3. Has an increased awareness concerning suicide.
4. Identifies behavioral clues to suicide.
5. Has an increased awareness of ways to help a person who may be contemplating suicide.
6. Recognizes ways of preventing suicide.
7. Understands the importance of developing flexible outlooks and behaviors.

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 9

CONTENT	LEARNING RESOURCES
1. CHANGING EMOTIONS a. People are affected by the changing nature of emotions: - may become confused or frustrated - may be put under stress in friendships or family relationships - must look for new ways to cope with new and changing emotions and intensity of emotions - often find greater need for understanding of the changes both in self and others 2. RECOGNIZING DEPRESSION a. Define depression: - a psychotic disorder marked by sadness, a change in activity levels, dejection, and difficulties in concentration and decision-making b. Symptoms of depression: - all sorts of unexplained aches and pains - feelings of hopelessness and helplessness - feelings of isolation and loneliness; major change in appetite - changes in sleep patterns - loss of interest in or curiosity about life - increased drug or alcohol use - series of tremendous mood swings - agitation or lethargy - other	

CONTENT	LEARNING RESOURCES
c. Coping with depression: - use of local support groups and agencies - more awareness of the symptoms - use relaxation methods - seek medical advice and support - share concerns and feelings with family, friends 3. SUICIDE a. Define suicide: - basically, suicide is the intentional taking of one's own life (choosing self-death over self-life) b. Common myths about suicide: - myths are often used to stop a person from doing anything to help a potential victim; they limit our understanding of the truth - people who talk about it don't do it - only certain types of people commit suicide - people who attempt are just seeking attention - those who attempt clearly want to die - other c. Clues or signs in identifying possible suicides: - ongoing depression - recent loss (death in family, loss of job, injury, self-esteem)	

CONTENT	LEARNING RESOURCES
- previous attempts; family history of suicide - communication of intent verbally or non-verbally - sudden, often unexpected behavioral changes - giving away prized possessions; completing unfinished business - pregnancy d. Suicide intervention: - assist them in getting help from a support agency or counsellor - make them aware that you care about them and what happens to them - listen - be aware of potential signs/symptoms - follow through on any promises of support - stay with the person or arrange others to stay during the immediate crisis - eventually help them to see alternatives - feelings of guilt on the part of those who know someone who has attempted or completed suicide e. Long range support: - a caring attitude - acceptance of the person - building self-esteem - greater knowledge of the symptoms of suicide thought and depression - developing an awareness of support agencies - other	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 9

CONTENT	LEARNING RESOURCES
4. FLEXIBLE OUTLOOKS AND BEHAVIORS a. Importance of developing flexible outlooks and behaviors: - gives a greater variety of solutions to problems - situations and people around you are continually changing and developing (what worked in the past may need revision) - limited choices means limited opportunities to solve problems or to make decisions b. Define stress: - use stress - distress c. Coping with stress: - meditation - reading - hot baths - deep breathing - yoga - exercise - walking or running - listening to music - prayer - various relaxation methods - solving problems - communication	

Theme I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme C: DECISION-MAKING
Grade 9

Content Checklist

Changing Emotions:

---- how people are affected by emotional change

Recognizing Depression:

---- definition
---- symptoms
---- methods of coping with depression

Suicide:

---- definition
---- description of common myths
---- symptoms of possible suicide
---- intervention in possible suicide
---- long range support or aid

Flexible Outlooks and Behaviors:

---- importance of developing a wide range of alternatives
---- methods of coping with stress
---- definition of stress

FOCUS

Skills in interpersonal relationships can aid the individual in making decisions about behavior that allows the person to feel good about himself/herself and function positively within their environment.

All individuals have basic needs including the needs for:

1. Safety, security and trust in relationships.

2. A feeling that one is cared about and valued.

3. That one belongs and is accepted by others.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 9

GOALS:

1. Understanding and appreciating relationships with friends.

2. Understanding basic group processes and the importance of belonging to a group.

3. Understanding developing relationships with the opposite sex and expectations that individuals have in these relationships.

OBJECTIVES THE STUDENT

1. Recognizes dating as a social custom.

2. Recognizes the pro's and con's of steady dating.

3. Develops an awareness of the varied meanings and stages of love.

4. Recognizes the need for good communication in dating.

5. Understands the importance of appropriate behaviors at parties and on dates.

6. Recognizes personal responsibility in dating situations.

7. Identifies skills that promote authentic relationships.

8. Recognizes the importance of maintaining existing friendships.

9. Recognizes that new friendships may cause stress on existing friendships.

10. Appreciates the importance of communicating feelings in relationships.

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 9

CONTENT	LEARNING RESOURCES
1. DATING a. Social custom: - historical vs present sexual roles in dating, chaperoned, courting, etiquette, other - examines male/female roles and expectations now and in the past b. Steady dating: - pro's - date always available, status, intimacy - con's - fewer opportunities to meet others, etc. c. Communication: - assists individuals to relate to each other - communicating effective ideas, feelings and goals d. Appropriate behaviors: - taking responsibility for one's own behaviors and actions 2. FRIENDSHIPS a. Relationships develop according to mutual needs, expectations and values. b. Relationships change as individuals change. c. Different qualities and reasons for friendships.	

CONTENT	LEARNING RESOURCES
d. Importance of maintaining opposite friendships along with steady date. 3. LOVE a. Many things to many people. b. Complex of feelings, attitudes, and values. c. Sexual desire and physical attraction, attachment, emotional interdependence, idealization, freedom of communication and action. d. Types of love - infatuation, parental love, other. Emotional reassurance status.	

Theme II: RELATING TO OTHERS
Sub-theme A: PEERS
Grade 9

Content Checklist

Dating:

---- social custom: past and present
---- steady dating: pro's and con's
---- communication in dating
---- appropriate behaviors

Friendship:

---- qualities and definition

Love:

---- qualities and definition
---- types of love

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 9

GOALS:

1. Understanding that the family has universal functions in meeting the needs of society and individual members.

2. Appreciating that family members influence the lives of each other.

3. Understanding that families pass through a cycle of development and change.

OBJECTIVES THE STUDENT

1. Identifies the structures and functions of families.

2. Recognizes techniques for effective communication and problem-solving skills within families.

3. Identifies activities to enhance family relationships.

4. Analyzes ways the family is portrayed in the media.

5. Understands the need for freedom and responsibilities among family members.

6. Understands how people are treated at different life cycles.

7. Has an increased awareness of common reactions to crisis situations.

8. Identifies and clarifies attitudes towards death and dying.

9. Has an awareness of the grief process and ways to express sympathy.

CONTENT	LEARNING RESOURCES
1. STRUCTURE AND FUNCTION OF FAMILIES a. Description of family (review): Families in Alberta take many forms. The nuclear family of a married couple with children is the most common arrangement. The extended family including grand-parents or other relatives continues to exist, although it is less prevalent than it was in earlier generations. Teachers must be aware that in today's society there are other types of family groupings as well. Although they may differ in structure from the traditional nuclear family, they have as their purposes the nurturing of the child, and provision for the physical, emotional and psychological security of the family members. Teachers should be aware of the variety of possible family structures and avoid presenting the nuclear family as the only "normal" family unit. b. Family arrangements (review): - two parent - single parent - adoptive - extended - foster - institutional - blended or step - group home - other	

CONTENT	LEARNING RESOURCES
c. Family functions (review): - material - emotional - intellectual d. Family roles and stereotypes: - by (in) the media - other 2. RELATIONSHIPS AMONG FAMILY MEMBERS a. Communication skills (review): - listening b. Problem-solving models (review). c. Freedom and responsibilities of family members. d. Effect of one's behavior on behavior of other family members. e. Ways to enhance family relationships (review): - planned events - other 3. LIFE STAGES a. Individual and family life cycles (review): - birth through death (pre-school, elementary, adolescence, adulthood, old age)	PRINT: (R) - Growing Old, Social Problems In Canada University of Toronto, 1980. (Teacher Reference)

CONTENT	LEARNING RESOURCES
b. Attitudes towards people at different life cycles: - babies - teenagers - old age - other	
c. Reactions to crisis situations: - loss/change of job - loss of home/relocation - bankruptcy/windfall - pregnancy - external influences - divorce, separation, death	
d. Grief process (review): - grief is a universal human experience - a strong emotion - grief process - denial, anger, bargaining, acceptance - decision-making model - ways to express grief - crying, silence, other - differing attitudes to the same death - ways to express sympathy - card, letter, flowers, offering assistance, being there (even after the event)	FILM: (R) - The Magic Moth Centron Films, 1976. PRINT: (R) - Coping With Death and Dying Scott Foresman and Co., 1979. Distributed by Gage. (Teacher Reference)

Theme II: RELATING TO OTHERS
Sub-theme C: FAMILY
Grade 9

Content Checklist

Structure and Function of Families:

---- definition of the family (review)
---- family arrangements (review)
---- family functions and roles (review)

Relationships Among Family Members:

---- communication skills and problem-solving models (review)
---- freedom and responsibilities of family members
---- passive, assertive and aggressive behaviors
---- enhancing relationships

Life Stages:

---- individual and family life cycle (review)
---- attitudes towards people at different life cycles
---- reactions to crisis situations (review)
---- grief process (review)

THEME III: LIFE CAREERS
Grade 9

FOCUS

What people do with the time available in the total process of living becomes their life career. There is a need to recognize that on-going technological changes may free humankind from many of the routine tasks and drudgeries of the work place to become involved in new styles of time investment which, in turn, will change economic patterns.

> "Therefore, career education should be directed at how to live one's life as fully as possible, rather than thinking in the straitjacketed mould of education for employment. This latter observation is not to downgrade the importance of the world of work, but to upgrade education for life."
>
> Perceptions
> Brian Staples

In an attempt to provide young people with opportunities to develop attitudes of self in relation to the area of work, Theme III relates to three sub-themes:

A. Self-Understanding (Who Am I?)

B. World of Work (What Am I Capable of Doing?)

C. Career Exploration, Planning and Preparation (How Am I Going to Achieve My Career Goals?)

NOTE TO TEACHERS: When teaching this theme, the following points should be considered:

1. The highly competitive nature of the job market place.

2. The upward extension of the period of adolescence:

   a. longer job preparation periods.
   b. extended period of formal education.
   c. extended period of financial dependence on parents.

3. Higher levels of unemployment and partial employment.

4. Increasing importance of education for leisure time activity.

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 9

GOALS:

1. Understanding that career planning is a lifelong process which allows room for changes of specific vocational choices.

2. Understanding how occupations develop and exist to satisfy the needs of society and to contribute to the advancement of society.

3. Understanding the relationships between individual characteristics and career selection and satisfaction.

OBJECTIVES THE STUDENT

1. Recognizes the need for continuous self-appraisal concerning interests, abilities, aptitudes, attitudes, temperaments, needs and values.

2. Identifies some of his/her interests, abilities, aptitudes temperaments, needs and values.

3. Recognizes the relationship between personal attributes and the variety of occupational options.

4. Understands the importance of organizing self-appraisal information into categories of strengths and uniqueness as an aid to self-direction and career planning.

5. Identifies characteristics necessary to obtain a job.

6. Identifies characteristics necessary to keep a job.

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 9

CONTENT	LEARNING RESOURCES
1. CAREER DECISIONS a. Decision-making model. b. Factors in making career decisions: - interests - abilities - temperaments - values - other	
2. INDIVIDUAL CHARACTERISTIS a. Interests (what a person likes): - people e.g., helping others with their problems, meeting people, other - data e.g., planning things, keeping accurate records - things e.g., using machines or tools, building things, other - ideas e.g., understanding rules, poems and paintings, expressing thoughts b. Abilities (what a person does well): - general learning ability - verbal or numerical ability - perception: spacial, form or clerical - coordination - dexterity: manual or finger	FILM: (R) - Women's Prejudice Film (18 minutes) Gordon Watt Films Inc. FILMSTRIP KIT: (R) - Career Choice: A Lifelong Process Guidance Associates, 1976.

CONTENT	LEARNING RESOURCES
c. Aptitudes (speed at which one learns new skills): - general aptitude - verbal or numerical - perception - coordination - dexterity d. Attitudes: - positive or negative - towards people, ideas, things or data - towards new experiences e. Temperaments: - definition: the nature of personality as it relates to work - towards change, isolation, influencing people, other f. Needs: - definition: as requirements for career development and personal satisfaction - self-fulfillment - job satisfaction - financial - worth to society - other g. Values: - definition - impact on career choice	

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 9

CONTENT	LEARNING RESOURCES
3. NEED FOR CONTINUOUS SELF-APPRAISAL a. Types of change from birth to present. b. Possible changes from present into the future. c. Effects of new learning and experiences on change. 4. CHARACTERISTICS NECESSARY TO OBTAIN A JOB a. Appearance (grooming, dress). b. Communication skills (written and verbal). c. References. d. Previous experience (paid and voluntary). e. Specific skills. f. Attitude. 5. CHARACTERISTICS NEEDED TO KEEP A JOB a. Examples might include: - understanding and cooperation - dependability - ability and eagerness to learn - honesty, loyalty - appearance - other	

Theme III: LIFE CAREERS
Sub-theme A: SELF-UNDERSTANDING
Grade 9

Content Checklist

Career Decisions:

---- decision-making
---- factors in making decisions

Individual Characteristics:

---- interests
---- abilities
---- aptitudes
---- attitudes
---- temperaments
---- needs
---- values

Need for Continuous Self-Appraisal:

---- types of change
---- effects of learning experiences

Characteristics Necessary to Obtain a Job:

---- examples

Characteristics Needed to Keep a Job:

---- examples

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 9

OBJECTIVES THE STUDENT

1. Recognizes that occupations may be classified in different ways.

2. Identifies working conditions related to various careers.

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 9

CONTENT	LEARNING RESOURCES
1. JOB CLASSIFICATION a. Common classifications of occupational groups: - management - sciences, mathematics - social sciences - farming, horticulture - construction - other (CCDO) b. Classification by other factors: - interests - educational levels - conditions - values - salaries - school subject relationship - other 2. WORKING CONDITIONS AND CAREERS a. Time requirements: - hours of work - shift vs non-shift - education time requirements - holidays b. Duties and responsibilities: - example: nurse (duty to patient, responsible to doctor, head nurse) - example: teacher (duty to students/parent, responsible to principal/school board) - other	

CONTENT	LEARNING RESOURCES
c. Physical requirements: - lifting, carrying - color discrimination - walking, running - other d. Environmental conditions: - extremes of heat and cold - noise - risk, danger - pollution	

Theme III: LIFE CAREERS
Sub-theme B: WORLD OF WORK
Grade 9

Content Checklist

Job Classification:

---- common classifications by goups
---- alternative classification factors

Working Conditions and Careers:

---- time requirements
---- duties and responsibilities
---- physical requirements
---- environmental conditions

Theme III: LIFE CAREERS
Sub-theme C: CAREER EXPLORATION
PLANNING AND PREPARATION
Grade 9

OBJECTIVES THE STUDENT

1. Understands that planning and delayed gratification are part of maturation and career selection process.

2. Develops a knowledge of credits and high school requirements.

3. Recognizes the importance of maintaining all possible options in educational and vocational planning.

4. Recognizes that differenct occupations require different degrees and types of education.

5. Identifies a variety of occupational possibilities within various career fields.

6. Identifies high school preparation programs related to occupational clusters of interest to them.

7. Differentiates among abilities, aptitudes, temperaments and values.

8. Explores and tests interests and aptitudes in relation to occupational planning and leisure activities.

Theme III: LIFE CAREERS
Sub-theme C: CAREER EXPLORATION
PLANNING AND PREPARATION
Grade 9

CONTENT	LEARNING RESOURCES
1. PLANNING a. Common long range plans: - high school courses - vacation - saving money - career choices - other - keep options open b. Long and short range plans: - advantages: e.g., consistency between values and decisions c. Delaying choices and activities: - advantages: e.g., may not be ready to handle consequences, may be better able to afford at a later date, may not be old enough - disadvantages: e.g., miss out on immediate enjoyment, chance may not come again 2. HIGH SCHOOL REQUIREMENTS a. Relationship of junior high grades and course selection in high school. b. Credit system. c. Types of diplomas. d. High school programs: - vocational - business education - diploma - matriculation - blends	

Theme III: LIFE CAREERS
Sub-theme C: CAREER EXPLORATION
PLANNING AND PREPARATION

Grade 9

CONTENT	LEARNING RESOURCES
3. PERSONAL EXPLORATION a. Abilities. b. Aptitudes. c. Interests. d. Other.	
4. COURSES AND CAREERS a. Relationship between high school courses and careers. b. Examples of career clusters related to specific courses.	
5. CHOICES WITHIN CAREERS a. Careers within career groups: - education: teaching, administration, teacher aide, psychology, coaching - law: lawyer, judge, police officer, court reporter, clerk, legal secretary	FILMSTRIP KIT: (R) - Career Choice, A Lifelong Process Guidance Associates Inc., 1976.

Theme III: LIFE CAREERS
Sub-theme C: CAREER EXPLORATION
PLANNING AND PREPARATION
Grade 9

Content Checklist

Planning:

---- long and short range plans
---- delaying choices: advantages and disadvantages

High School Requirements:

---- junior-senior high course relationship
---- credits
---- types of programs and diplomas

Personal Exploration:

---- abilities
---- aptitudes
---- interests
---- others

Courses and Careers:

---- career clusters related to courses

Choices within Careers:

---- career groups: examples

FOCUS

Canadians are healthier now than at the turn of the century. Few of us would doubt this statement.

"The greatest potential for reducing death and avoidable disability lies in the assumption of personal responsibility for health."[2]

So that students will assume personal responsibility for health, the objectives throughout theme IV have been developed to promote healthful living through knowledge, understanding and care of the body.

[2]Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention. (Washington D.C., U.S. Dept. of Health, Education and Welfare 1979.)

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme C: PHYSICAL FITNESS
Grade 9

GOAL:

1. Understanding the importance of balanced fitness programs for optimum health throughout life.

OBJECTIVES THE STUDENT

1. Recognizes the relative importance of physical fitness to overall health.

2. Identifies the fitness benefits of their favorite sports and recreation.

3. Understands which exercises are best for cardiovascular fitness.

4. Recognizes the importance of physical fitness throughout life.

5. Understands the importance of planning, following and evaluating physical fitness.

6. Recognizes that exercise, rest and sleep influence physical fitness.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme C: PHYSICAL FITNESS
Grade 9

CONTENT	LEARNING RESOURCES
1. PHYSICAL FITNESS a. Characteristics of a physically fit person: - good posture - eats balanced diets - is mentally alert - enjoys activities and relating to others - trim and healthy appearance - has self-confidence - positive attitude - muscular flexibility - other b. Benefits of being "physically fit": - self-confidence - healthy body systems - positive self-image - mentally alert - trim and healthy appearance - other c. Tests to determine physical fitness levels. 2. ENHANCING "PHYSICAL FITNESS" a. In school (physical education classes - team/individual): - extra curricular programs: team/individual . intramural programs: team/individual . other	PRINT: (R) - Fitness for Life Gage Publishing Limited, 1980. FILMSTRIP KIT: (R) - Fit to Be You Walt Disney Educational Media, McIntyre Educational Media, 1981. "Muscles" "Heart and Lungs" "Flexibility and Body Composition"

CONTENT	LEARNING RESOURCES
b. Out of school: - team sports: hockey, soccer, baseball, etc. - individual sports: badminton, wrestling, weight training - aquatics, swimming, canoeing, aqua dynamics - walking, running, rollerskating - hiking, speed skating - working, gardening, mowing lawns, exercise breaks - dancing, calisthenics - exercise programs - other 3. PROMOTING CARDIOVASCULAR FITNESS a. Aerobic exercise, i.e., jogging and cycling. b. Anaerobic exercise, i.e., 100m dash and basketball. 4. IMPORTANCE OF BEING PHYSICALLY FIT THROUGHOUT LIFE a. Life stages: - childhood - teenager - middle years - old age b. Activities for which physical fitness is desirable: - working - athletic pursuits (training) - driving	

CONTENT	LEARNING RESOURCES
5. IMPLEMENTING INDIVIDUAL PHYSICAL FITNESS PROGRAMS - assess one's own state of physical fitness - set short-term and long-term goals - implementation 6. OTHER INFLUENCES ON PHYSICAL FITNESS a. Regular rest and sleep habits influence the physical fitness level of an adolescent. b. Effects of regular exercise on rest and sleep habits: - reduces tension - promotes relaxation - promotes sleep - allows for optimum mental and physical efficiency	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme C: PHYSICAL FITNESS
Grade 9

Content Checklist

Physical Fitness:

---- definition
---- benefits throughout life
---- tests to determine fitness level

Physically Fit Individuals:

---- characteristics

Achieving Physical Fitness:

---- nutrition
---- activities
---- exercises
---- sports
---- other

Situations That Require Optimum Physical Fitness:

---- describe

Individual Physical Fitness Programs:

---- identify
---- effectiveness
---- anaerobic exercises
---- aerobic exercises
---- cardiovascular fitness

Effects of Sleep and Rest:

---- describe
---- unique to adolescents

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme H: HEALTH CARE PRODUCTS AND SERVICES
Grade 9

GOAL:

1. Understanding the responsible selection and use of health care products and services.

OBJECTIVES THE STUDENT

1. Evaluates desirable and undesirable health products/services.
2. Identifies reliable source of health care services and consumer protection.
3. Differentiates between use/abuse of health care products and services.
4. Identifies the benefits of various preventative health care measures.

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme H: HEALTH CARE PRODUCTS AND SERVICES
Grade 9

CONTENT	LEARNING RESOURCES
1. HEALTH CARE PRODUCTS a. Factors in decision-making: - purpose - use of - effectiveness - cost - side effects (long/short term) - multiple produce use effect - other 2. HEALTH CARE SERVICES a. Health professionals. b. Community health services: - government - local health unit - volunteer c. Emergency health services. d. Other. 3. CONSUMER PROTECTION a. Legislation. b. Standardization. c. Hospital and medical care, Medical Insurance Plan (Alberta). d. Insurance plans.	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme H: HEALTH CARE PRODUCTS AND SERVICES
Grade 9

CONTENT	LEARNING RESOURCES
4. DECISION-MAKING a. Factors: - medical history - needs (individual/society) - expectations - consequences - attitude - availability - costs (actual/associated) - alternatives, e.g., prevention - other b. Benefits: - physical well-being - economical - appearance - positive self-concept c. Examples: - lifestyle choices - regular check-ups - other	

Theme IV: BODY KNOWLEDGE AND CARE
Sub-theme H: HEALTH CARE PRODUCTS AND SERVICES
Grade 9

Content Checklist

Health Care Products:

---- use/abuse
---- assess

Health Care Services:

---- use/abuse
---- assess

Consumer Protection:

---- health care products
---- health care services

Decision-Making:

---- types
---- benefits: individual; society

TEACHING HUMAN SEXUALITY

Theme V, Human Sexuality is an optional theme.

Approval by the local Board of Education is required prior to teaching the Human Sexuality theme.

It is recognized that teaching human sexuality is a responsibility which the teacher shares with the home. Consequently, it is highly recommended that the following conditions be met before the theme is introduced:

- a parent information night to meet the teacher, and to review media and teaching concepts.
- parental permission sought for each child who will attend the class.

It is also recommended that the teacher:

- involve selected local health or medical people in the parent night.
- invite guest speakers well in advance, e.g., public health nurse, physician, or other trained personnel from the community.
- within the policy of the school board, encourage parents to visit the classroom whenever they wish.
- discuss lessons with another person to establish a feeling of comfort in using terms and concepts.
- decide (within the policy of the board) how students will be grouped for certain portions of this unit.
- mail home a newsletter to parents outlining lesson concepts in order to stimulate student/parent discussions.
- consider diagrams only for reinforcing information received about the reproduction system (films, filmstrips, speakers) rather than for testing purposes.

FOCUS

"Human beings have no built-in knowledge of how to solve the problems of family living or how to meet basic needs effectively in our complex and changing society. This knowledge must be acquired.

Family life education has three chief purposes: to develop emotionally stable children and adolescents who feel sufficiently secure and adequate to make decisions as to their conduct without being carried away by their emotions; to provide sound knowledge not only of the physical aspects of sex behavior, but also its psychological and sociological aspects, so that sexual experience will be viewed as a part of the total personality of the individual; and to develop attitudes and standards which will ensure that young people and adults will determine their sexual and other conduct by considering its long-range effects on their own personal development, the highest good of other individuals and the welfare of society as a whole."

While family life education takes place in the home, schools share with parents a responsibility for ensuring that students have adequate knowledge and skill to deal with pressures placed on them by peers and a society that reflects an eclectic array of values.

Depending on the particular grade level, Theme V concentrates on three or four major areas of information related to the concept of sexuality:

1. puberty
2. male and female roles, and/or
3. sexual decision-making

Throughout the theme, emphasis on the individual nature of change and growth, and the importance one's family and personal values with respect to sexuality and sexual decision-making has remained a primary goal and focus.

Family Living and Sex Education, 2nd edition, A Guide for Parents and Youth Leaders by S.R. Laycock. Published for Canadian Health Education Specialists Society. Ottawa, Toronto: M.I.-Mac Publications Ltd., 1974.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 9

GOALS:

1. Understanding puberty and the physical and emotional/personal changes that occur during puberty.

2. Understanding the effects of pubertal changes on relationships.

3. Understanding the concepts of readiness and sexual expression.

OBJECTIVES THE STUDENT

1. Understands the physical changes that occur during puberty.

2. Has an increased awareness of puberty as a physical and emotional growing process.

3. Has an increased awareness of the secondary sex characteristics that develop during puberty.

4. Develops awareness that each individual grows according to a unique sequence and timeline.

5. Develops an acceptance of his/her own stage and level of development.

6. Develops awareness of the menstrual cycle and menopause as natural processes and integral parts of reproduction.

7. Develops an awareness of ovulation.

8. Has an increased awareness of how sperm cells are produced.

9. Has an increased awareness of how sperm cells are released from the body during intercourse, nocturnal emissions or masturbation.

10. Understands the process of reproduction from conception to birth.

11. Develops an awareness of contraception and its purposes.

12. Recognizes the difference between physical and social-emotional maturity and reproduction.

13. Develops an awareness of the responsibilities associated with sexual maturity.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 9

OBJECTIVES THE STUDENT

14. Develops an awareness of facts and myths related to masturbation.

15. Develops an awareness of good health practices related to pregnancy.

16. Develops an acceptance of self and others as sexual beings.

17. Develops an acceptable vocabulary useful in communicating about puberty and reproduction.

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 9

CONTENT	LEARNING RESOURCES
1. PUBERTY a. Review: - major physical and social/personal changes - primary and secondary male and female characteristics - uniqueness of development 2. PREGNANCY AND HEALTH a. Review: - sexual intercourse - conception - fetal development b. Health precautions: - nutrition and exercise - prenatal care - effects of alcohol, smoking and drugs - illness: rubella, STD's, other - rest 3. MENARCHE AND MENOPAUSE a. Define menarche: - physical, emotional, hormonal b. Define menopause: - physical, emotional, hormonal 4. CONTRACEPTION a. Define (review).	PRINT: (R) - Decisions for Health Nelson Canada Ltd., Chapters 5 and 6.

CONTENT	LEARNING RESOURCES
b. Advantages and disadvantages of methods: - abstinence - condom - foam/jelly - condom plus foam/jelly - IUD - diaphragm - cervical cap - birth control pill - fertility awareness - sterilization (male/female) - withdrawal - douching - rhythm method c. Determinants of use, non-use or abuse: - lack of information - embarrassment - lack of facilities for information - believe it cannot happen - use of inadequate methods - want to get pregnant - other 5. SEXUAL EXPRESSIONS a. Forms (review): - kissing, holding hands, masturbation, touching b. Physical and social/personal maturity: - individual differences - physical maturity: relates to organs of reproduction	

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 9

CONTENT	LEARNING RESOURCES
- social/personal maturity: relates to ability to handle emotional and relationship consequences; child care - moral reasoning c. Appropriate Behavior: - handling peer pressure - right to say no - public vs private behavior - determinants d. Lifestyles: - heterosexuality - celibacy - homosexuality - bisexuality	

Theme V: SEXUALITY
Sub-theme A: PUBERTY
Grade 9

Content Checklist

Puberty:

---- physical and social/personal changes (review)
---- primary and secondary sexual characteristics

Pregnancy and Health:

---- sexual intercourse, conception, fetal development (review)
---- description of health precautions

Menarche and Menopause:

---- definitions

Contraception:

---- definition
---- advantages and disadvantages of various methods
---- reasons for use, non-use or abuse of contraception

Sexual Forms:

---- description of sexual forms (review)
---- myths/facts related to masturbation (review)
---- physical and social/personal maturity (review)
---- behavior (review)

Theme V: SEXUALITY
Sub-theme C: SEXUAL DECISION-MAKING
Grade 9

GOALS:

1. Understanding the special decisions and concerns related to teenage pregnancy.

2. Understanding the special decisions and information related to sexually transmitted diseases.

OBJECTIVES THE STUDENT

1. Develops an increased awareness of the decisions related to teenage pregnancy.

2. Differentiates between the various sexually transmitted diseases.

3. Has an increased awareness of the nature of sexually transmitted diseases, their mode of transmission and detection and treatment.

4. Becomes aware of local agencies which provide information about the treatment of sexually transmitted diseases.

5. Considers attitudes towards sexually transmitted diseases.

Theme V: SEXUALITY
Sub-theme C: SEXUAL DECISION-MAKING
Grade 9

CONTENT	LEARNING RESOURCES
1. TEENAGE PREGNANCY a. Factors leading to: - lack of information - failure to use effective contraception - increased sexual activity among younger persons - choose to become pregnant - want someone to love - other b. Consequences for both male and female: - educational - financial - social/personal - family - relationship c. Alternative solutions: - surrender for adoption - marriage - single parenting (female) - grandparent support - abortion - other d. Prevention: - abstinence, finding other means of sexual expression - use of effective contraception - assertiveness - other	RECOMMENDED RESOURCE: PRINT: (R) - Decisions for Health Nelson Canada Ltd., Chapter 7.

Theme V: SEXUALITY
Sub-theme C: SEXUAL DECISION-MAKING
Grade 9

CONTENT	LEARNING RESOURCES
2. SEXUALLY TRANSMITTED DISEASES a. Define sexually transmitted disease: - any disease whose primary mode of transmission is through some form of sexual contact - other forms of transmission may be possible in some cases i.e., AIDS about which little factual information is available regarding transmission - replaces term 'venereal disease' b. Types of sexually transmitted diseases: - syphilis - gonorrhea - herpes simplex II - pubic lice - AIDS - other c. Symptoms and treatments: - facts regarding transmission - common symptoms of each type - long and short range effects and dangers - basic treatment information - possible difficulties of noticing symptoms in females; more common female types of STD's - available agencies and resources d. Attitudes towards sexually transmitted diseases: - myths - medical vs moral overtones	

Theme V: SEXUALITY
Sub-theme C: SEXUAL DECISION-MAKING
Grade 9

Content Checklist

Teenage Pregnancy:

---- causes
---- consequences for both male and female
---- alternative courses of action
---- method of prevention

Sexually Transmitted Diseases:

---- definition
---- types
---- symptoms and treatments
---- attitudes towards sexually transmitted diseases
---- agencies and resources

After the Wars

We notice them only on Remembrance Day and at Legion Hall gatherings, but veterans of the wars are everywhere. Of the 1 700 000 Canadians who served in the three major wars of this century, more than 700 000 are still alive.

After the Wars reminds us of this fact and introduces us to eight veterans who recount their wartime experiences, describe the lasting effects of combat and explain how they adjusted to civilian life when the fighting ended. Their stories are documented by skillfully edited photographs and archival film footage, some of which features the veterans seen in this film.

Four of the eight were pilots. John Weir flew for the RCAF until he was shot down and taken prisoner. He tells about his role in a daring escape plan that is known today as the famous "Great Escape." Marion Orr, a qualified pilot at 16, reminisces about the first time she took to the air in a Spitfire and demonstrates how she can still handle a Tiger Moth. Omer Levesque was a prisoner of war for three years, but when the Korean War broke out he rejoined the military and was one of the 22 Canadians who flew Sabre Jets with an American Squadron. Aviation is still his main interest — he is now an aircraft inspector with the Canadian Transport Commission. Bruce Brittain was only 22 when his aircraft was shot down over the Baltic coast. He became Deputy Minister of Veterans Affairs, and in this half-hour documentary he describes the assistance programs offered soldiers when they came home from the wars.

For those who spent the Second World War on land or at sea instead of in the sky, the experience was no less memorable. In this film we meet Ray Labrosse, who at 21 used a false name to lead downed Allied pilots through the Alps and out of occupied France; Don Lomer, who maneuvered a small boat through dangerous coastal waters, landing at various islands to blow up enemy guns; Gilles Turcot, who was wounded during the invasion of Sicily but recovered and went on to become commander of the Royal 22nd Regiment; and Frank Sorenson, a wireless operator during the Second World War who still finds it painful to recall certain memories.

After the Wars is as much about the present as about the past. For those who have experienced war, the film will be a scrapbook of familiar memories. For those fortunate enough never to have had to face battle, the veterans' stories and the archival footage will help them realize just how much others have sacrificed on their behalf.

Commissioned by
National Film Board of Canada
to Crawley Films Limited
for Veterans Affairs Canada

Distributed by
National Film Board of Canada

16 mm Color
Screening time: 27 minutes 59 seconds

16 mm: 106C 0181 536
Video: 116C 0181 536

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

Solutions: Canadian Transit Technology

After World War II, Canadian cities experienced an enormous population growth. Suburbs sprung up; cars multiplied, and traffic grew more congested. Canadian cities faced a choice: build up a car-support system or expand and improve public transportation. This film is about the second alternative. It shows how Canadian expertise, design and manufacturing have helped to decongest and revitalize city centers in Toronto, Montreal and Vancouver by providing exciting solutions to mass transit.

Toronto introduced a fully integrated transit system. Diesel buses, trolley buses, streetcars, a subway — they interconnect at key points above and below the ground. This network works so successfully that 95% of metropolitan residents have access to the public transportation system. Montreal also built a subway to relieve traffic pressure on its streets. Its subway prompted the development of the world's largest underground complex complete with stores, office towers and transit and railway stations. Today, Montreal serves as a model for successful urban revitalization.

In Vancouver, a major problem to be overcome was water. How could commuters be transported easily from the residential areas into the city core and back? Huge hydrofoils called sea buses were designed to accommodate the heavy traffic. Today, 25 000 passengers cross Burrard Inlet daily.

Canada's expertise in transit technology has attracted new markets in North and South America. Testing at the Kingston Transit Center demonstrates the innovative systems being designed. The city of Philadelphia is using third-rail trains designed in Canada. In Boston, Canadian diesel buses and trolleys are part of the transportation system.

This crisp, informational film promotes Canadian solutions to transit problems in both Canada and the United States.

Commissioned by
National Film Board of Canada
to Cinetel Film Productions Ltd.
for Industry, Trade and Commerce
in collaboration with the
Urban Transit Industry

Distributed by
National Film Board of Canada

16 mm Color
Screening time: 27 minutes 28 seconds

16 mm: 106C 0181 570
Video: 116C 0181 570

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

Living Colors

In **Living Colors**, animated charcoal and pastel drawings contrast the worker's cheerless existence to technicolor illusions fabricated by the media. The film is a direct comment on the power of advertising to develop appetites for consumer goods that cannot be realistically satisfied.

The film opens with blank-faced workers. Their gestures are mechanical. They perform robot-like tasks while management huddle over projected sales graphs. Suddenly, a house looms up in the background, like some fantastic mirage. A color TV set dangles in mid-air. Price: $799.00. ''Glamor'' can be bought, if you have the money. Think how happy you would be.

House and TV symbolize the dreams that a worker, tied to an eight-hour shift, uses for escape. The dreams are his refuge from the dreary monotony of the assembly line. But are they tailored to his real needs? Or his pocketbook?

A powerful sound track complements the austerity of the visuals. The film suggests, with economy and impact, that technicolor dreams cannot effectively blot out the dullness of the average worker's day.

Produced and distributed by
National Film Board of Canada

Color
Screening time: 5 minutes 27 seconds

16 mm: 106C 0081 074
35 mm: 105C 0081 074
Video: 116C 0081 074

A film by
Michel Hébert

Editing
Pierre Lemelin

Sound track and music
Normand Roger

With the collaboration of
Denis Chartrand

Animation assistant
Joseph Gilland

Camera
Raymond Dumas
Jacques Avoine

Recording
Louis Hone

Re-recording
Adrian Croll

Producer
Francine Desbiens

National Film Board of Canada
Office national du film du Canada

National Film Board of Canada 1983
P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

What Do We Do Now?

Every weekend during the summer, Charlie and the boys get together for some relaxed fishing and a few beers. But while they seek relaxation, and not adventure, carelessness brings trouble their way in *What Do We Do Now?*

In this dramatized episode, our three heroes are helped by the Canadian Search and Rescue Organization when they experience mechanical difficulties and their boat drifts perilously close to the rocks. They've done some things right — such as taking flares and a distress flag and leaving a sailing plan with a responsible person — but it is the quick action of the Search and Rescue people that pulls them out of their predicament.

Canada's rescue coordination centers' effective surveillance covers the longest coastline in the world, drawing on 100 government ships, the skills of almost 5 000 people and the assistance of other boats plying the waters near an emergency. Along with the Canadian Coast Guard, they receive about 8 000 distress calls annually — and no one knows for sure how many lives they save.

What Do We Do Now? takes us from humor to near-tragedy to relief while illustrating some of the basic, but often neglected, aspects of safe boating. This film will be useful for all recreational boating clubs and many advanced courses on water safety, as well as audiences interested in knowing about the role of the Canadian Coast Guard.

Director:
Andy Thomson
Cinematography:
Andy Kitzanuk
Editor:
Ian Rankin
Location Sound:
Joseph Champagne
Sound Editor:
Ian Rankin
Re-recording:
Hans Peter Strobl
Adrian Croll
Original Music:
Ben Low
Music Recording:
Louis Hone
Narration:
Strowan Robertson
Producers:
Wolf Koenig
Andy Thomson
Executive Producer:
Robert Verrall

Produced by
National Film Board of Canada
in collaboration with
Transport Canada,
Canadian Coast Guard

Distributed by
National Film Board of Canada

16 mm Color
Screening time:
13 minutes 23 seconds

16 mm: 106C 0182 535
Video: 116C 0182 535

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

JAPON INC.

Japon Inc. Un modèle pour l'Amérique du Nord? À nous, Occidentaux, de répondre à cette question. Car la démarche sous-jacente à la réalisation de ce film est de nous présenter un reportage très détaillé sur la société japonaise contemporaine dans le secteur du travail.

Organisation, discipline et productivité ont permis à la nation japonaise d'atteindre un degré d'efficacité et un niveau de qualité inégalés dans le reste du monde.

Une philosophie sociale, nourrie par une histoire riche en traditions, explique le phénomène.

Au Japon, il y a cent dix millions de cerveaux qui travaillent non pas individuellement, mais ensemble, afin d'édifier une société équilibrée, harmonieuse et mieux nantie. Car, pour ce pays insulaire surpeuplé, survivre signifie «agir en commun». Pour ce faire, hommes d'affaires, industriels et gouvernants ont établi un système fondé sur le collectivisme. Pour relever ce défi, tous les Japonais sont impliqués dès l'école; en théorie, des chances égales leur sont données de se faire valoir et d'atteindre les objectifs tracés au point de départ.

Bien motivés surtout et parfaitement entraînés à gravir un par un, sans se hâter indûment, les échelons qui conduiront les plus compétents d'entre eux à assumer les postes les plus élevés, les Japonais ont fait de leur lieu de travail un prolongement naturel de leur vie familiale. Tant et si bien que la tâche qu'ils ont à accomplir participe d'un engagement à vie; c'est presque un sacerdoce.

Toutefois, les femmes sont exclues de cette course effrénée vers l'excellence. Encore une fois, la tradition détermine le rôle et la place de ces dernières : épouses et mères avant tout. Et au Japon, les femmes comptent pour moins de un pour cent dans les postes cadres.

Ce style de vie, ce mode de fonctionnement conviendrait-il à des Occidentaux? Les idéaux individualistes des Nord-Américains sont-ils compatibles avec les idéaux collectivistes des Japonais? Serions-nous prêts à faire les mêmes compromis? Y a-t-il des leçons à tirer pour nous du modèle nippon? Les questions sont posées. Au spectateur d'y répondre..

RB

Production, réalisation, montage :
Kalle Lasn

Caméra :
Bill Schmalz, Yukio Yamashita, Fumio Sakuma

Directrice de production :
Masako Lasn

Collaboration spéciale :
Bill Nemtin

Texte :
Joe Wiesenfeld

Narration :
Luc Durand

Mixage :
Paul Sharpe

Direction générale :
John Taylor (ONF)
Peter Jones (ONF)
John Coney (KCTS/9)

Administration :
Jennifer Torrance (ONF)

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Une distribution de l'Office national du film du Canada

Couleurs
Durée : 27 minutes 59 secondes

16 mm : 106C 0280 119
Vidéocassette : 116C 0280 119

Office national du film du Canada
National Film Board of Canada

Case postale 6100, Succursale A, Montréal (Québec) H3C 3H5

Imprimé au Canada

One Out of Three Is a Fishboat

Canada's inshore fishing fleet numbers 40 000 boats coast to coast and represents an industry worth hundreds of millions of dollars annually. Damage and accidents at sea can spell losses in time and catch at the very least, or, at the worst, losses of boats and lives. Yet every year the Canadian Coast Guard answers thousands of calls from fishing vessels in distress.

One Out of Three Is a Fishboat is a hard-hitting, no-nonsense film that suggests ways to avoid dangerous situations at sea due to the unsafe condition of boats, bad habits of seamanship and defects in safety equipment. From both personal observation and through a series of graphic demonstrations, ship safety inspectors, as well as instructors at New Brunswick's School of Fisheries and Newfoundland's College of Fisheries, illustrate where the roots of disaster can lie.

The film suggests that the intensity of marine traffic, the speeds of larger boats and the various kinds of fishing activity all require new attitudes and practices by fishermen and careful means of implementing them. The lives of the fishermen and the industry they represent are too important to be left to chance.

Directed by:
Andy Thomson
Cinematography:
Andy Kitzanuk
Editor:
Rita Roy
Location Sound:
Joseph Champagne
Sound Editor:
Bill Graziadei
Re-recording:
Hans Peter Strobl
Adrian Croll
Original Music:
Ben Low
Music Recording:
Louis Hone
Narration:
Strowan Robertson
Producers:
Wolf Koenig
Andy Thomson
Executive Producer:
Robert Verrall

Produced by
National Film Board of Canada
in collaboration with
Transport Canada,
Canadian Coast Guard

Distributed by
National Film Board of Canada

16 mm Color
Screening time:
27 minutes 37 seconds

16 mm: 106C 0182 534
Video: 116C 0182 534

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

Miller Brittain

Le peintre canadien Miller Brittain, né à Saint-Jean, au Nouveau-Brunswick, mourut à l'âge de 56 ans, laissant à la postérité des milliers de tableaux. Son œuvre reflète ses obsessions, ses tourments, ses angoisses, sa compassion pour l'homme et sa quête mystique. Œuvre puissante et originale, s'il en est une, d'un artiste dont on a déjà dit qu'il était le «Breughel canadien».

À travers ses tableaux, ses lettres, les témoignages de ses amis et de sa fille Jennifer, ce film révèle la véritable nature de Miller Brittain.

«En art, disait-il souvent, il n'y pas de compromis.» Il n'en consentira aucun, au point de détériorer gravement sa santé et d'y laisser presque sa raison. La peinture était sa raison d'être.

Influencé très tôt par la poésie et par l'art de William Blake, Miller Brittain fut un mystique que les réalités de la vie — la misère humaine, les horreurs de la guerre, la mort de sa femme — ont durement frappé. Dès lors, sa vie devint un cauchemar, une véritable descente aux enfers, dont témoignent d'ailleurs les œuvres réalisées dans les dix dernières années de sa vie.

Le film établit un parallèle constant entre les toiles et les événements qui ont jalonné la vie de ce grand peintre, nous permettant ainsi de pénétrer un destin unique.

Réalisation et montage :
Kent Martin
Caméra :
Kent Nason
Commentaire :
Barry Cowling
Narration :
Paul Hébert
Voix :
Yvan Canuel, Jacques Godin, Monique Miller, Dyne Mousso
Musique originale :
Steve Tittle
Musique supplémentaire :
Jean-Sébastien Bach, Brian Eno, Alexandre Tansman
Prise de son :
Ted Haley
Montage du son :
Les Halman
Montage de la musique :
Kent Martin
Caméra d'animation :
Jacques Avoine, Ray Dumas
Production :
Barry Cowling, Kent Martin
Mixage :
Hans Peter Strobl, Adrian Croll, Jean-Pierre Joutel
Version française :
Jean Charlebois, Andrée Major
Direction générale :
Barry Cowling, Rex Tasker

Une production originale anglaise de l'Office national du film du Canada/Région de l'Atlantique

Une distribution de l'Office national du film du Canada

Couleurs
Durée : 57 minutes 42 secondes

16 mm : 106C 0281 078
Vidéocassette : 116C 0281 078

Office national du film du Canada
National Film Board of Canada

Case postale 6100, Succursale A, Montréal (Québec) H3C 3H5

Imprimé au Canada

So You're Going to Buy a Boat

Each summer in Canada some two million sailboats and at least as many power boats take to the water; yet a great many owners, 83 percent, have never had any kind of boating education. This, according to the Canadian Coast Guard, accounts for thousands of distress calls annually. The majority of them could have been prevented.

So You're Going to Buy a Boat examines, through re-enactments, some of the most common boating errors: running out of fuel, going out in an unsafe boat, carrying too many passengers, consuming alcohol. Coast Guard personnel who appear in the film discuss how they handle such situations and what boaters can do to avoid trouble on the water.

As the on-camera host points out, with a steadily increasing boat population and a rising accident rate, safe practices become more essential than ever before. He urges boaters to take advantage of classroom and practical instruction offered through the Canadian Power Squadron, the Red Cross and sailing schools. In these courses participants learn such skills as chart reading, navigation and man-overboard procedures, how to operate and maintain a pleasure craft, and how to do so safely, enjoyably and in accordance with Canada's Small Vessel Regulations and Collision regulations.

The film concludes with a strong message to boaters to voluntarily take responsibility for their safety and the safety of those around them. Otherwise, a system of testing and licensing, similar to that for motorists and pilots, could one day become mandatory.

Director
Andy Thomson
Writer
Robert Duncan
Cinematography
Andy Kitzanuk
Editor
Ian Rankin
Location Sound
Joseph Champagne
Sound Editor
Ian Rankin
Re-recording
Jean-Pierre Joutel
Original Music
Ben Low
Music Recording
Louis Hone
Producer
Andy Thomson
Executive Producer
Robert Verrall

Produced by
National Film Board of Canada
in collaboration with
Transport Canada,
Canadian Coast Guard

Distributed by
National Film Board of Canada

16 mm Color
Screening time:
27 minutes 13 seconds

16 mm: 106C 0183 530
Video: 116C 0183 530

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

An Instant of Time

Accidents are terrifying by their very nature. They strike at lightning speed from unexpected sources. Where order existed one moment, chaos can follow the next.

Children are particularly prone to accidents. A perfectly ordinary situation can turn into a nightmare. The film shows dramatic re-enactments of accidents. Telephone rings. Parent leaves child. Catch on crib is faulty. Child falls out.

Under the Hazardous Products Act administered by Consumer and Corporate Affairs Canada, some child-related products are safety-tested. These products are designed to create a safe environment around children. However, as the film points out, the use, maintenance or repair of this equipment cannot be legislated. A loose screw or a faulty brake can spell disaster. Dr. William James, pediatrician, urges parents to develop safety sense. Accidents occur in an "instant of time." They can often be avoided.

This film does an effective job of sensitizing parents — and other adults — to the hazards of child-related products, such as cribs, highchairs, walkers, changing tables, strollers, and play pens. Children must be protected from themselves. It is a matter of attitude — awareness is the key word.

Produced by
Chetwynd Films Ltd. for
Consumer and Corporate Affairs Canada

Distributed by
National Film Board of Canada

16 mm Color
Screening time: 12 minutes 20 seconds

16 mm: 106C 0183 595
Video: 116C 0183 595

National Film Board of Canada
Office national du film du Canada

Printed in Canada

THE POLITICS OF PERSUASION

A lot of people try to influence politicians. Not all of them succeed. Every time a law is passed, many people are disappointed because their opinions have been ignored. The reason, says Dave Barrett, former premier of British Columbia, is that they are naive lobbyists who do not understand power lobbying.

John Bulloch does. As president of the Canadian Federation of Independent Business (CFIB), a fast-growing, high-profile lobbying association, Bulloch has made a name for himself by successfully defending the interests of the small-business community. The 64 000 owners of small firms who are members of the CFIB count on Bulloch and his staff of 150 to get them the best possible deal from government. In this half-hour documentary, we find out how they do it.

The camera follows Bulloch from the federation's headquarters in Toronto, to the Maritimes and on to B.C. Everywhere he goes, Bulloch gives speeches, holds press conferences, appears on hot-line shows and meets with political leaders. In Victoria, he discusses interest rates with Premier Bill Bennett; in Nova Scotia, he talks energy policies with Premier John Buchanan; in Ottawa, with federal cabinet minister Jean Chrétien, the subject is quotas.

This is the key of the CFIB's success — power lobbying. Bulloch and his team of researchers and publicists adhere strictly to its three basic rules. Rule number one: ensure that the lobby constitutes political pressure that cannot be ignored by political parties. This guarantees access to top-level politicians who will listen. Second rule: develop contacts at all levels of government and hire employees who understand how bureaucracy works. Rule number three: use information judiciously, for it is a highly effective means of persuasion.

The CFIB, well known for its research activities, its slick publicity and the extensive media coverage it obtains, is perhaps best known for its innovative use of surveys. The federation regularly polls its members to determine their concerns and complaints and then shares this information with federal and provincial policy makers who have come to depend on the CFIB for reactions to proposed policies and regulations.

The Politics of Persuasion tells us that lobbying, once considered a questionable practice, is now a legitimate part of the political process. It has become a sophisticated exercise in public relations and power brokering, of benefit to both the government and the governed. In revealing how the Canadian Federation of Independent Business achieves its goals, the film shows how any group can form a lobby capable of influencing those in power. In the opinion of certain leading political figures, the day may soon come when power lobbying will be the only way to ensure that one's interests are protected.

Suggested audiences:

- Business clubs and associations
- Special interest groups seeking information about lobbying
- Students of political science, business administration and public administration

Directed by
Martin Defalco
Cinematography
Don Virgo
Consultant and Commentary Writer
Boyce Richardson
Sound Recordist
Jean-Guy Normandin
Production Manager
Don Caulfield
Edited by
Martin Defalco
Mark Zannis
Narration
Al Dubois
Sound Editing
John Knight
Re-recording
Jean-Pierre Joutel
Produced by
Mark Zannis
Executive Producer
Adam Symansky

Produced and distributed by National Film Board of Canada

16 mm Color
Screening time:
29 minutes 35 seconds

16 mm: 106C 0182 088
Video: 116C 0182 088

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

BARRIERS

Man has walked on the moon. What we tend to forget is that there are places on earth where he cannot walk. Freedom is not yet universal. This film is about democracy, and what happens to people when it is stamped out.

It is 1945 in a broken Europe. Peace has just been declared. Soldiers are seen lifting a glass to the end of war. But amity between Russian and Western troops was to be short-lived. Stalin had other designs. Rebellions, invasions, a coup d'etat — the map of Europe was changing. The Berlin Wall, erected in 1962, is seen stretching its concrete and barbed mass across the screen. It is a solid reminder that democracy is not practiced everywhere.

Moments of history in post-war Europe are relived in archival footage. Telex print-outs and a narration provide background information to the event. Scenes of violence attest to the fragility of peace. In 1949, the North Atlantic Treaty Organization was created to maintain this peace, and to promote stability among the peoples of Western Europe and North America. The alliance of 16 sovereign nations has endured, but vigilance must continue. NATO issued a communiqué in 1982 warning, "Arms control and disarmament together with deterrence and defence are integral parts of the Alliance security policy." This film emphasizes the need to maintain an effective defence. The message rings loud and clear.

Produced by
NATO Information Service

Distributed by
National Film Board of Canada

16 mm Color
Screening time: 30 minutes 53 seconds

16 mm: 106C 0182 150
Video: 116C 0182 150

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

Girls Fitting In

On the eve of their graduation, a group of senior high school girls talk about what being a teenager has meant for them. In a round-table discussion, they share and reflect upon their experiences.

As juniors, they had been impressed by the imagined sophistication of high school. They worried about being perfect; about wearing the right clothes; about acting right. In their search for role models, they were greatly influenced by their peers. If smoking and drinking were considered cool, they smoked and drank, despite personal convictions to the contrary. Gradually, however, age and experience helped bolster their self-confidence.

The girls bring up the issue of women's liberation. While they feel it should have eliminated sexist attitudes, they recognize that it hasn't. Double standards still exist. Boys are judged more leniently than girls, at least by their families. Some of the girls feel equality of the sexes is acceptable to boys; others feel boys still shy away from girls who are too bright, or too capable.

They recognize the importance of working toward careers if they are to enjoy personal autonomy. But careers have to be chosen, and some of the girls confess to indecision and confusion. They feel under pressure to act quickly.

Girls Fitting In is a revealing document. The discussion is frank and wide-ranging. Opinions and experiences vary. A useful film for high school groups to initiate discussion in Family Life, Guidance and Women's Studies.

Related films:
- Being Male
- Boys Will Be Men
- Conspiracy of Silence
- Going All the Way
- Nobody Waved Goodbye
- Phoebe

Produced and distributed by
National Film Board of Canada,
Pacific Region

16 mm Color
Screening time: 15 minutes 37 seconds

16 mm: 106C 0180 122
Video: 116C 0180 122

Director
Haida Paul

Editor
Michael Smith

Cinematographer
Ron Orieux

Sound
Richard Patton, c.f.s.s.

Sound Re-recording
Barry P. Jones

Video Services
Western Video Ltd.
Gastown Productions Ltd.

Producer
Jennifer Torrance

Executive Producer
John Taylor

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

Under the Sun

The average Canadian is a profligate spender of energy. This extravagance prompted the Canadian Government's announcement, in 1978, that it was committed to the development of a solar industry. *Under the Sun* gives an update on new solar technology.

For more than 2000 years, solar energy has powered a variety of devices, some more practical than others. Today, with new developments in this technology, the sun's energy is being put to a variety of uses in homes, and commercial/industrial and public buildings. Government programs have sponsored the use of these systems at thousands of locations across Canada. For example, solar energy is used to heat 20 000 liters of water a day at the Canadian National Railways facility in Montreal to wash their refrigerator cars. Other projects include using solar energy in hospitals, restaurants, municipal pools, and film processing laboratories.

Today, solar energy systems are designed to withstand extreme hot and cold temperatures. An animated diagram explains how one type of system protects itself from freezing temperatures while still providing hot water.

Another effective use of solar energy is in powering remote buoys scattered around the Canadian littoral. The Canadian Coast Guard uses photovoltaic cells which convert the sun's rays directly into electricity. This presents an enormous advantage in areas where power is non-existent, or very difficult to bring in.

The film also visits the National Solar Testing Facility where computerized testing platforms track the path of the sun. Jointly funded by the National Research Council and the Ontario Research Foundation, it is the most advanced testing facility in the world. Canadian solar products are being sold around the globe and are now competitive on a worldwide basis.

Under the Sun shows what the sun can do — if given the chance.

Produced by
Infield Productions Limited for
Department of Public Works

Distributed by
National Film Board of Canada

16 mm Color
Screening time:
14 minutes 50 seconds

16 mm: 106C 0182 571
Video: 116C 0182 571

National Film Board of Canada
Office national du film du Canada

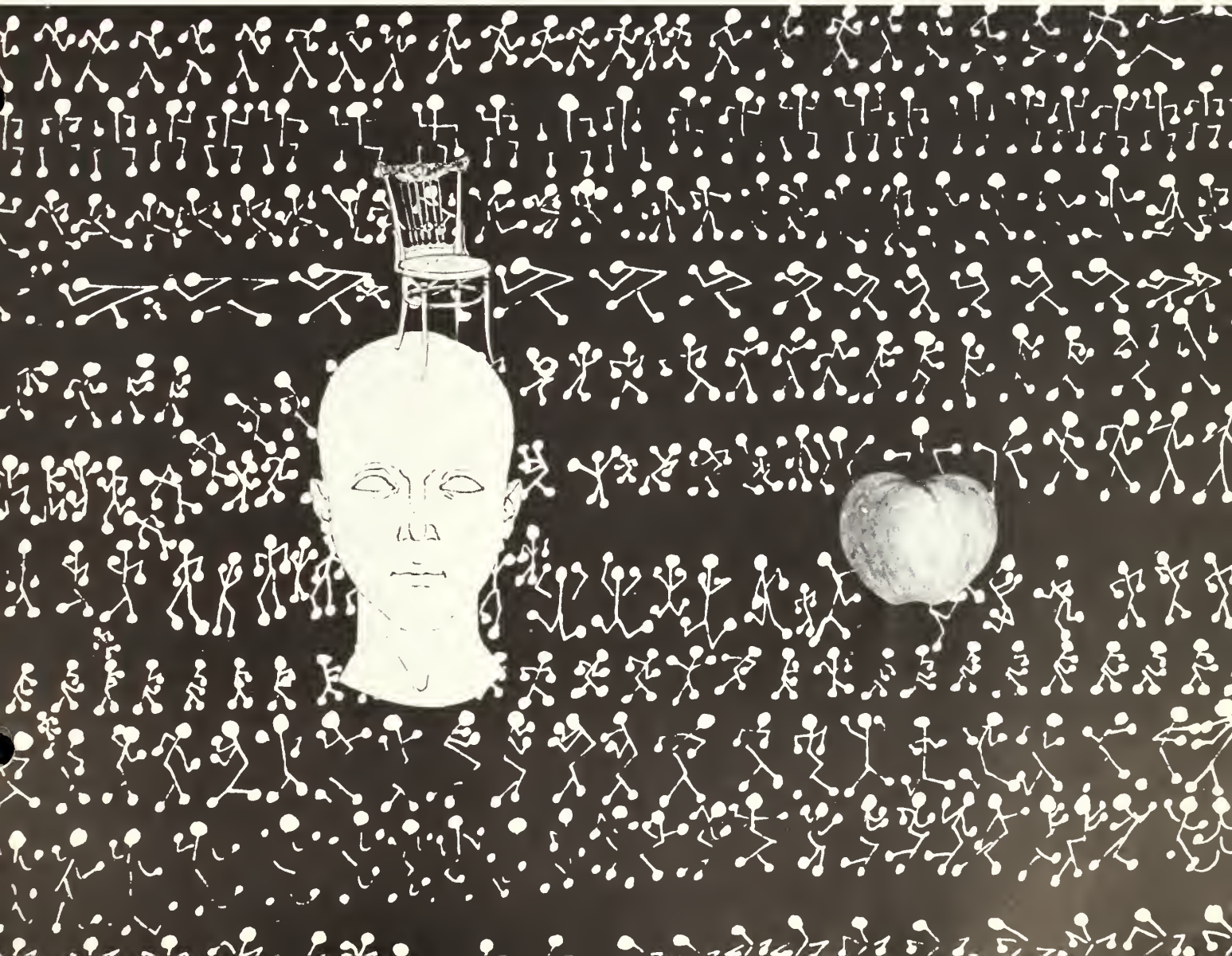
P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

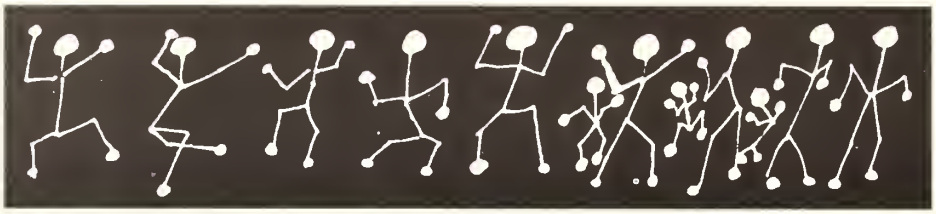
OPÉRA ZÉRO

Un film de Jacques Giraldeau

Une production de l'Office national du film du Canada



OPÉRA ZÉRO



Ce film d'animation constitue une petite réflexion métaphysique, baroque et un peu naïve sur le monde actuel à partir du phénomène de l'explosion démographique, de la surpopulation.

Sur les vagues du temps ponctuées par la mer s'élève, comme une déchirure,
le paradoxe du destin de l'homme, du monde, de la vie, de l'être.
Le pullulement forcené de l'image écrase dans l'anonymat du
nombre le pauvre microbe cosmique.
Le staccato machinal scande l'essoufflement des âmes
et l'absurde course contre le temps.
Le pitoyable charabia humain accompagne la danse macabre de la vie.
L'émouvante attention à l'œuf de commencement du monde
explose avec le nucléus de la fin du monde.
Et l'on assiste à la mass-destruction de l'être, englouti par un noir néant,
tandis que l'art, ultime issue face à l'absurde, se retourne,
dénonce, et bouche la dernière issue.
Et la vision de cauchemar s'estompe comme dans un sable consolé par la mer,
imprégné d'homme, d'espoir, nostalgie, regret.
Peut-être n'était-ce qu'un rêve...

Tourné image par image, directement sous la caméra, utilisant à la fois la technique des éléments découpés et du dessin (50 000 interventions différentes) *Opéra zéro* fait également appel à l'estampe : sérigraphie, xérographie avec rehauts, eau-forte, vieilles gravures de catalogues du XIXe siècle, ainsi qu'à la photographie. Il a comme point de départ une sérigraphie de Jacques Giraldeau intitulée «La Lutte des classes».

Un film de
Jacques Giraldeau

Livret, animation, réalisation :
Jacques Giraldeau

Montage :
Pierre Lemelin

Musique et bande sonore :
Normand Roger

Voix :
Monique Villeneuve
Yolande Parent
Damir Andrei

Enregistrement :
Louis Hone

Mixage :
Hans Peter Strobl

Collaboration :
Céline Coulombe

Administration :
Jacqueline Marquis

Production :
Robert Forget

Une production et une distribution de l'Office national du film du Canada

Couleurs
Durée : 5 minutes 31 secondes

35 mm : 105C 0084 036
16 mm : 106C 0084 036
Vidéocassette : 116C 0084 036

Office national du film du Canada
National Film Board of Canada

 Case postale 6100, Succursale «A», Montréal (Québec) H3C 3H5 Imprimé au Canada

Bitter Medicine

Two films about Canada's universal health care system. The introduction of Medicare in Saskatchewan in 1962 was the beginning of a profound change in the Canadian way of life. Now two levels of government and the medical profession battle over who should pay for the system and who should run it.

National Film Board of Canada
Office national du film du Canada

Bitter Medicine

R *Bitter Medicine* is a critical examination of Canada's universal medicare system. Part I deals with the history of Canada's public health care system, pioneered and first implemented in the province of Saskatchewan. Part II is an investigation of the nationwide system after 20 years of operation.

Part I - The Birth of Medicare

Many half-forgotten chapters of the history of Medicare are retold with archival film: the ravages of the dustbowl years; the great Depression of the 1930s; and, through early newsreel and TV coverage, the long political struggle for free health care for all.

Why, one might ask, did Medicare have its beginning in Saskatchewan? The answer, eloquently documented in the film, is that the province's small scattered population was willing to co-operate for mutual protection. The Saskatchewan Wheat Pool was one result, Medicare another.

Free health care had been a major plank in the CCF platform from its inception. It was the main election promise of the CCF in the 1944 election when T.C. (Tommy) Douglas became Premier of Saskatchewan. Shortly after, the province became the first to institute free hospital care, and by 1957 all other provinces had adopted some form of hospital insurance.

After an election victory in 1960, the Saskatchewan government was ready to implement a complete, free health care system, but it had not counted on the vociferous opposition of the medical profession. Medicare began on July 1, 1962, amid turmoil. A 23-day strike by doctors turned into a bitter and widely reported confrontation between state medicine and free enterprise health care. However, despite growing fears among the populace, the government did not back down. It responded by appealing to doctors as far away as England to work in Saskatchewan. Finally, with the help of the experienced medical negotiator, British physician Lord Stephen Taylor, a settlement was reached with Saskatchewan doctors.

The success of Saskatchewan's Medicare Plan was quickly apparent. In 1964, a Federal Royal Commission headed by Chief Justice Emmett Hall recommended that all Canadians should enjoy the benefits of Medicare. This became a reality in 1966 when the Medicare Act was proclaimed, and by 1971 all the provinces had in place a universal health care system which the historic struggle in Saskatchewan had developed.

16 mm Color
Screening time: 27 minutes 15 seconds
16 mm: 106C 0183 038
Video: 116C 0183 038

Written and Directed by:
Tom Shandel

Edited by:
Barbara Evans

Assistant Editor:
Julie Moreton

Associate Producer:
Penny Gurstein

Research:
Penny Gurstein
Lani Selig
Lisa Veszpremi

Narrator:
Ann Petrie

Photography:
Brian Hosking
Andy Ormsby
Kirk Tougas

Music:
Jean Piche

Sound Recording:
Ray Misskey
Mike Oldfield
Norm Rosen
Jerry King
Wolf Ruck
John Uthoff

Re-recording:
Paul Sharpe

Unit Administrator:
Bruce Hagerman

Producers:
George Johnson
Tom Shandel

Executive Producer:
John Taylor

Produced by
National Film Board of Canada, Pacific Region

Distributed by
National Film Board of Canada

Part II - Medicare in Crisis

While Medicare remains a popular program, the system is under attack from several quarters. This part of *Bitter Medicine* scrutinizes the contemporary reality of underfunding and the struggles for control of funds, policies and priorities.

After more than 20 years of Medicare, Canadians are becoming increasingly aware of the crisis in their cherished health care system. Complex co-funding agreements between provincial and federal governments are threatening to crumble under the fight for control. Doctors, as in the early Saskatchewan days, are complaining about government control of their fee schedule.

The public is again held to ransom. Hospital beds have been eliminated in all major centers across the nation, extra billing by doctors and hospitals has become a common practice in some. The medical profession is withdrawing from the plan in selected areas.

As Tommy Douglas admits, it is now clear that some mistakes were made at the beginning of Medicare. Not enough emphasis was placed on comprehensive health care through the establishment of integrated community clinics. As is shown in an example of a co-op clinic in Prince Albert, Saskatchewan, owned and operated by both doctors and clients, community clinics can greatly cut health care costs. As well, it is now clear that the value of such health care professionals as midwives, therapists, registered nurses and paramedics has been overlooked; physicians, as the "gatekeepers" of the system, have severely limited their contribution.

Chief Justice Emmett Hall, in a 1980 review of Medicare, called it "Canada's most important and popular social program." *Bitter Medicine* is a reminder that the long struggle is not yet over.

16 mm Color
Screening time: 28 minutes
16 mm: 106C 0183 039
Video: 116C 0183 039

National Film Board of Canada
Office national du film du Canada

P.O. Box 6100, Montreal, Quebec H3C 3H5

Printed in Canada

...ET POUR LE PIRE

Office national du film du Canada
National Film Board of Canada

Un film de Gail Singer

Une production de l'Office national du film du Canada, Région des Prairies

...ET POUR LE PIRE

Comme tant d'autres, Jeannie Fox s'est mariée par un beau matin, toute joyeuse et optimiste au seuil de sa nouvelle vie. Mais, la lune de miel fut courte! Elle prit fin brusquement quand la violence de son mari se manifesta pour la première fois. Une violence qui devait par la suite faire partie intégrale de leur vie commune. Jeannie a été mariée pendant seize années à un homme qui l'injuriait et la battait. Aujourd'hui, quatre enfants et treize années plus tard, invoquant la cruauté mentale et physique, elle a obtenu la séparation légale. ... *et pour le pire* raconte son histoire qui n'est pas peu commune.

Des milliers de femmes sont régulièrement battues par leur mari... le moindre geste, le moindre regard provoquant une agression. Pourtant, bon nombre d'entre elles choisissent de taire leur situation, comme un secret bien gardé. La honte, l'humiliation, ou une peur tout à fait réelle de provoquer une scène cruelle les poussent à garder le silence. Il aura fallu une agression plus brutale que les autres pour que Jeannie s'en remette aux autorités. C'est un policier sympathique qui lui conseilla de se rendre à la maison «Osborne», un refuge pour femmes battues et leurs enfants. Et c'est là, entourée de femmes et d'enfants partageant les mêmes problèmes, qu'elle put enfin effacer un peu la honte, exorciser la peur et envisager son avenir avec un peu de recul.

Le mari de Jeannie ne parvient pas à comprendre qu'il a battu sa femme tout simplement parce qu'elle était là... qu'en quelque sorte elle lui appartenait. Conscient d'avoir mal agi, il ne semble pas pour autant comprendre la véritable portée de ses actes et le tort qu'il a causé à sa femme et à ses enfants.

Grâce à l'aide des travailleuses sociales, et après mûre réflexion, Jeannie décida de se séparer de son mari et de se refaire une vie avec ses enfants. Malheureusement, les refuges pour femmes battues ne sont pas assez nombreux et plusieurs femmes, découragées par la bureaucratie des tribunaux et de l'assistance sociale, angoissées par le manque d'argent et craignant la vengeance de leur mari, optent de retourner à leur foyer. Le film ... *et pour le pire* jette une lumière nouvelle sur un problème épineux, la violence faite aux femmes, et démontre qu'il est possible de remédier à une telle situation.

JMD

Texte et réalisation
Gail Singer

Caméra :
Susan Trow

Prise de son :
Anne McGaw

Montage :
Judith Merritt

Montage du son :
Ken Rodeck

Version française :
Diane Beaudry, Yvon Charette

Mixage :
Clive Perry

Producteur :
Jerry Krepakevich

Direction générale :
Michael Scott

Une production de l'Office national du film du Canada — Région des Prairies pour Emploi et Immigration Canada, Santé et Bien-être social Canada, Secrétariat d'État — Programme de promotion de la femme, Travail Canada — Bureau de la main-d'œuvre féminine, Condition féminine Canada, et pour les autres ministères participant au Programme fédéral des femmes.

Une distribution de l'Office national du film du Canada

Couleurs
Durée : 25 minutes 47 secondes

16 mm : 106C 0280 030
Vidéocassette : 116C 0280 030

Pistes d'utilisation

En tant qu'outil de réflexion et d'intervention, ce film, qui traite du problème des femmes battues et donc de la violence dans la famille, s'adresse plus spécifiquement

- aux groupes œuvrant auprès des femmes
- au personnel des maisons de transition pour femmes
- aux travailleuses sociales et travailleurs sociaux
- au personnel œuvrant dans les domaines de la santé physique et mentale
- aux intervenantes et intervenants en relation d'aide
- au personnel des corps policiers
- au personnel des institutions du système juridique

Illustration réalisée par Clive Booker

Office national du film du Canada
National Film Board of Canada

Case postale 6100, Succursale A, Montréal (Québec) H3C 3H5

Imprimé au Canada

FEMMES AU TRAVAIL!

Des adolescentes, sur le point de décider de leur orientation professionnelle, se sont réunies pour discuter des choix qui s'offrent à elles... Toutes s'entendent sur la nécessité d'apprendre un métier, mais peu à peu le débat porte sur les stéréotypes qui, pendant longtemps, ont nui aux aspirations des femmes dans le choix de leur carrière. Elles discutent aussi des possibilités futures de concilier les exigences d'un métier aux responsabilités familiales.
Afin d'encourager les adolescentes dans la poursuite de leurs objectifs, le film nous présente des jeunes femmes qui, ayant accédé à des postes importants dans des métiers dits non traditionnels, nous font part de leurs expériences.
Après avoir fait des études à l'École des hautes études commerciales, Carole St-Charles se retrouve aujourd'hui à la tête d'une nouvelle entreprise. Elle nous parle des problèmes qu'elle a connus, en tant que femme, auprès de certains collaborateurs, mais aussi de la satisfaction qu'elle éprouve à relever ce défi et à voir ses idées se concrétiser. Sue Alcock occupe le poste de premier officier à bord d'un aéroglisseur... Son travail consiste à porter secours aux personnes en difficulté, qu'il s'agisse d'aller chercher un malade sur une île éloignée ou de sauver les occupants d'un bateau en péril. Elle exerce un métier parfois dangereux mais auquel elle a su s'adapter sans aucune difficulté. Elle invite les étudiantes à choisir des options comme les mathématiques ou les sciences afin de ne pas limiter leurs possibilités de carrière. Enfin, nous faisons la connaissance de Roxanne Deslauriers, mère de famille, qui travaille comme chercheur scientifique au Conseil national de recherches. Elle nous explique pourquoi, à son avis, les sciences rebutent les jeunes filles.

Mais elle demeure optimiste devant la perspective d'une présence de plus en plus importante de femmes dans ce domaine.
Qu'elles trouvent leurs récompenses dans les défis, l'autonomie financière ou la stimulation intellectuelle, toutes ces femmes ont une chose en commun : elles aiment leur métier et ont réussi à atteindre leur but. D'un grand intérêt pour les femmes de tout âge qui envisagent d'entreprendre une carrière, ce film les aidera à vaincre leurs inhibitions leur permettant ainsi de développer au maximum leurs possibilités.

FT

Réalisation :
Anne Henderson
Caméra :
Barry Perles, André Luc Dupont, Tony Westman
Prise de son :
Diane Carrière, Rick Patton, Raymond Marcoux
Montage :
Ginny Stikeman
Montage du son :
Noel Almey
Musique originale :
Chris Crilly
Enregistrement :
Guy Rhéaume
Mixage :
Jean-Pierre Joutel
Recherche :
Luise Massari
Direction du programme :
Geraldine Rogers
Production :
Margaret Pettigrew
Direction générale :
Kathleen Shannon

Une production du Studio D de l'Office national du film du Canada avec la collaboration de :
- **Centre d'information sur l'unité canadienne**
- **Condition féminine Canada**
- **Emploi et Immigration Canada**
- **Santé et Bien-être social Canada**
- **Secrétariat d'État — Programme de promotion de la femme**
- **Travail Canada — Bureau de la main-d'œuvre féminine**
- **Conseil consultatif canadien de la situation de la femme**
- **et les autres participants au Programme fédéral des femmes.**

Une distribution de l'Office national du film du Canada

Couleurs
Durée : 24 minutes 8 secondes

16 mm : 106C 0283 594
Vidéocassette : 116C 0283 594

Case postale 6100, Succursale A
Montréal (Québec) H3C 3H5
Imprimé au Canada

Office national du film du Canada **National Film Board of Canada**

Ce film est d'un intérêt particulier pour :

- les étudiants et enseignants de niveau secondaire en orientation, initiation à la vie économique et familiale;
- les conseillers en orientation;
- les organismes de promotion de la femme;
- les parents, les éducateurs et les administrateurs d'écoles.

FEMMES AU TRAVAIL!

Sue Alcock
pilote d'aéroglisseur

Roxanne Deslauriers
biochimiste

Carole St-Charles
chef d'entreprise

Office national du film du Canada
National Film Board of Canada

Produit par le Studio D de l'Office national du film du Canada

Les Enfants du Gumbo

Recherche, réalisation, images, montage :
Michel Régnier

Recherche ethnographique :
Angéline Martel

Assistant à la caméra, et prises de vues pour les interviews :
Charles Lavack

Son :
Martin Fossum

Montage sonore :
Gilles Quintal

Narration :
Madeleine Arsenault

Mixage :
Jean-Pierre Joutel

Administration :
Carol Smith

Production :
René Piché

Producteur exécutif :
Raymond Gauthier

Le Gumbo est le nom donné familièrement à la terre par les habitants de la Rivière-la-Paix, région de l'Alberta sise à quelque 400 kilomètres au nord d'Edmonton. C'est que dans les années 20, dix paroisses furent fondées principalement par des Canadiens français, la plupart venus du Québec. Aujourd'hui, on les retrouve changées, tant dans leur aspect économique que socio-culturel.

À travers la rencontre de membres de diverses familles, ce film nous permet de constater les effets d'une évolution historique pour ce groupe d'hommes et de femmes qui, au cours des années, ont dessouché, défriché et trimé dur sur ce Gumbo.

La question économique demeure la plaque tournante de la vie de ces gens. Nous découvrons l'existence de ces fermes immenses équipées d'une machinerie lourde et coûteuse, qui ont, au fil des ans, sensiblement changé les données de base de la vie quotidienne et posé de nouveaux défis, de nouveaux problèmes. Parallèlement, le maintien des liens familiaux, voire la survie d'un héritage culturel, nous apparaît tout déterminé par la volonté des enfants, les garçons surtout, de perpétuer ou non l'entreprise familiale. Le film nous présente plusieurs situations; de la continuité assurée jusqu'à l'acceptation de la fin d'une époque et témoigne des dilemmes devant les difficiles choix à faire face à l'avenir.

Une production française/Ouest et une distribution de l'Office national du film du Canada

Couleurs
Durée :
72 minutes 51 secondes

16 mm : 106C 0282 073
Vidéocassette : 116C 0282 073

Office national du film du Canada
National Film Board of Canada

Case postale 6100, Succursale A, Montréal (Québec)
H3C 3H5

Imprimé au Canada

BEYROUTH!
«À DÉFAUT D'ÊTRE MORT»

«Nous avons ramené du Liban des images qui racontent la douleur, la colère et l'espoir de réfugiés libanais exilés en leur propre pays.»

Un film de Tahani Rached

Une production de
l'Office national du film du Canada

Office national du film du Canada

National Film Board of Canada

BEYROUTH! «À DÉFAUT D'ÊTRE MORT»

Place Saint-Michel, Beyrouth, octobre 1982. Au lendemain du massacre de Sabra et de Chatila, à quelques mètres de cette superbe place méditerranéenne, un peuple déchiré par la guerre civile tente de reprendre goût à la vie. Les traces des récents bombardements sont partout; l'armée, la milice des diverses factions et la police patrouillent nerveusement les rues.

Du cœur de ces ruines où s'affairent les bulldozers et les maçons, une mélopée s'élève, une voix usée mais encore mélodieuse dont les accents expriment la douleur d'une mère. Une vieille femme parcourt les décombres et fouille les détritus, parfois chantant, parfois pleurant, puis hurlant : «... Je vais les pleurer toute ma vie. Le temps passe, je vieillis. J'aurais aimé qu'ils partagent la longue route de ma vie. Je pleure et pleure ce temps qui m'a trahie sur la fin de mes jours. Je me lamente en ton absence, fils aîné, lumière de ma vie. Je maudis le temps qui a pris les plus chers de mon pays. Que faire? Le cœur est noyé, noyé par la peine de cette jeunesse disparue...»

Certains la traitent de folle, parce qu'elle ose exprimer la douleur de chacun, hurler son désespoir. D'autres s'insurgent contre les dirigeants, contre l'opinion internationale, même contre la Croix-Rouge qui distribue des vivres, car ils ne se résignent pas à accepter l'aumône; leur fierté leur interdit de mendier : «Nous ne voulons pas de rationnement, de riz, ou de sucre. On veut vivre dans nos maisons. On veut travailler, s'habiller et manger comme on veut. Ce rationnement n'ouvre pas de maisons. Il ne fait pas vivre un peuple.»

Tourné dans des circonstances pénibles à Beyrouth, ce film bouleversant exprime l'angoisse omniprésente, la nervosité, la méfiance, mais aussi la chaleur de ces gens, leur volonté de survivre malgré un avenir bouché, fermé à tout espoir. Comme on dit à Beyrouth : «Nous vivons à défaut d'être morts.»

La cinéaste Tahani Rached explique la démarche de son film par les circonstances qui ont entouré sa réalisation : «Si l'on voit surtout des femmes dans ce film, ce n'est pas simplement parce qu'elles expriment mieux la douleur de leur peuple, leur veuvage et leur difficulté à élever les enfants qui restent, c'est peut-être aussi parce que la plupart des hommes sont absents : certains se sont battus et sont morts; d'autres, soupçonnés de terrorisme, ont été arrêtés, peut-être exécutés; il y en a qui ont quitté Beyrouth, sont dans les montagnes ou se cachent en ville, qui sait?

Finalement, et je m'en aperçois maintenant, c'est un film où les femmes ont pris la parole. Ce n'est pas un choix que j'ai fait, ça s'est imposé à nous, et je crois que cela traduit très bien cette absurdité de la guerre, de toute guerre.»

Plaidoyer saisissant contre la guerre, témoignage poignant des rescapés libanais, notamment de ceux qui ont échappé aux massacres de Sabra et de Chatila, manifestation émouvante de la volonté de vivre d'un peuple condamné à se rebâtir inlassablement sur des ruines, *Beyrouth! «À défaut d'être mort»* est à la fois le chant du cygne d'une société et l'appel à la vie de ceux qui la composent.

Le film saura intéresser non seulement les personnes concernées par la situation du Liban, mais aussi toutes celles qui se préoccupent des conséquences des guerres sur les populations civiles entraînées dans des conflits meutriers, dont elles resteront profondément marquées.

Réalisation : Tahani Rached
Caméra : Jacques Leduc
Prise de son : Claude Beaugrand
Montage : Pierre Bernier
Dessins : Pierre Hébert
Traduction : Kussay Samak
Adaptation française et sous-titres : Jean-Daniel Lafond
Mixage : Jean-Pierre Joutel
Musique : René Lussier, Claude Simard, Jean De Rome
Mixage de la musique : Louis Hone
Production : Jacques Vallée

Une production et une distribution de l'Office national du film du Canada

Couleurs
Durée : 57 minutes 6 secondes

16 mm : 106C 0283 041
Vidéocassette : 116C 0283 041

Office national du film du Canada
National Film Board of Canada

Office national du film du Canada 1983
Case postale 6100, Succursale A, Montréal (Québec) H3C 3H5

Imprimé au Canada

Adoption : ces enfants qui attendent

Bien que leur âge, leur couleur et leur taille varient et que leurs pensées, leurs goûts et leurs rêves diffèrent, ils ont une chose en commun : ce sont tous des enfants sans foyer permanent qui attendent d'être adoptés. Et l'attente peut parfois être longue car la plupart des couples préfèrent adopter des bébés...

Le film, tout en soulignant l'important rôle de coordination que joue Santé et Bien-être social Canada au niveau des adoptions interprovinciales et internationales, nous présente trois couples qui ont adopté des jeunes enfants, des adolescents, des handicapés ou plusieurs frères et sœurs d'une même famille. Au fil de conversations et de scènes de vie familiale animées, il examine les joies et les peines que peut entraîner l'adoption de ces enfants qui arrivent avec tout un bagage de souvenirs... ou de problèmes.

Armand et Marie-Claire Gagné ont décidé d'adopter une famille toute faite, Christine, 8 ans, sa sœur Chantal, 7 ans, et leur frère Marc, 6 ans. Ils ont d'abord craint que les enfants, se souvenant tous d'une autre famille, ne puissent s'adapter à de nouveaux parents. Mais, ils ont vite compris qu'avec un peu d'amour et de patience, le noyau familial se recrée aisément. Les trois jeunes sont aujourd'hui plus épanouis et moins craintifs qu'ils ne l'étaient à leur arrivée.

Ray et Gina Osborne ont douze enfants dont dix sont adoptés. Leur histoire est quelque peu exceptionnelle, car non seulement ont-ils adopté des enfants d'origines diverses mais aussi un petit garçon, Jay, né sans bras ni jambes.

Par ailleurs, les Landry, dont le fils naturel a presque vingt ans, ont eux adopté deux jeunes sœurs qui, bien qu'elles aient été marquées par divers séjours dans différents foyers nourriciers, se sont bien adaptées à leur nouvelle famille.

Jim et Gail Bench sont des parents nourriciers qui jouent un rôle important dans la préparation des enfants pour l'adoption. Ils soulignent le besoin de comprendre les insécurités et les problèmes émotionnels de l'enfant et de développer chez lui un concept de soi plus positif.

Chacun de ces parents a vécu une expérience particulière mais tous nous parlent avec franchise de la crainte qu'ils ont d'abord ressentie et de la grande satisfaction qu'ils ont ensuite connue. Les divers points de vue présentés dans ce film renseigneront et encourageront les futurs parents adoptifs ainsi que ceux qui œuvrent dans le domaine de l'aide à l'enfant.

JMD

Réalisé pour
l'Office national du film du Canada
par Westminster Films Limited pour
Santé et Bien-être social Canada

Une distribution de
l'Office national du film du Canada

Couleurs
Durée : 27 minutes 15 secondes

16 mm : 106C 0280 514
Vidéocassette : 116C 0280 514

Office national du film du Canada
National Film Board of Canada

Case postale 6100, Succursale A, Montréal (Québec)
H3C 3H5

Imprimé au Canada

THE AUTHOR OF THESE WORDS

Harold Horwood

American critics have called Harold Horwood the "Canadian Faulkner." He calls himself a genius. In fact, as the film *The Author of These Words* shows us, Harold Horwood escapes easy definition.

A naturalist, former union organizer, a partner in Joey Smallwood's campaign for Confederation, a government member of the legislature, a crusading columnist who became an editor of the St. John's Evening Telegram, a mentor to many young Newfoundland writers, some of whom he taught, Horwood has always been considered something of a maverick. Nonetheless, he reflects some of the contradictions and confrontations of Newfoundland history.

The film is enriched by readings from Horwood's own work, and by a number of revealing encounters with friends and former friends, notably Farley Mowat (who encouraged Horwood to write his first novel) and Joey Smallwood (only their second meeting in 30 years). To illustrate the diversity of Horwood's life, the filmmakers use still and archival footage of the Confederation debate, his union days and his time as one of Canada's oldest hippies, running the free school called Animal Farm.

The Author of These Words faithfully reflects the personality of its subject. Entertaining and informative, it shows the intensity, wit and eloquence of one of Newfoundland's most famous writers.

Photographs by C. H. Clark

"I welcome the film on Horwood . . . I think the film is excellent in the blend of images and words, in the gentle sharing of the words from his works . . . There's a good value to the film in encouraging the poor listener and labeler to explore his inner distortions of someone else's message . . . The film is a good medium to get some of the issues of schooling and sexuality out in the open."

Clement Mailman,
English teacher,
Bridgewater, Nova Scotia

Researched and Directed by
William D. MacGillivray

Cinematography
Lionel Simmons

Additional Photography
Michael Jones

Editing
William D. MacGillivray
Lionel Simmons

Sound Recording
Arthur McKay
Jim Rillie

With the Assistance of
The Newfoundland Archives
Newfoundland Book Publishers
CBC — St. John's
J. R. Smallwood
Des Walsh
Drew MacGillivray
Charles Richardson
Clyde Rose
Irving Fogwill
Farley Mowat
Members of Harold Horwood's family

Executive Producer
Barry Cowling

THE AUTHOR OF THESE WORDS
Harold Horwood

16 mm Color
Screening time:
29 minutes 14 seconds

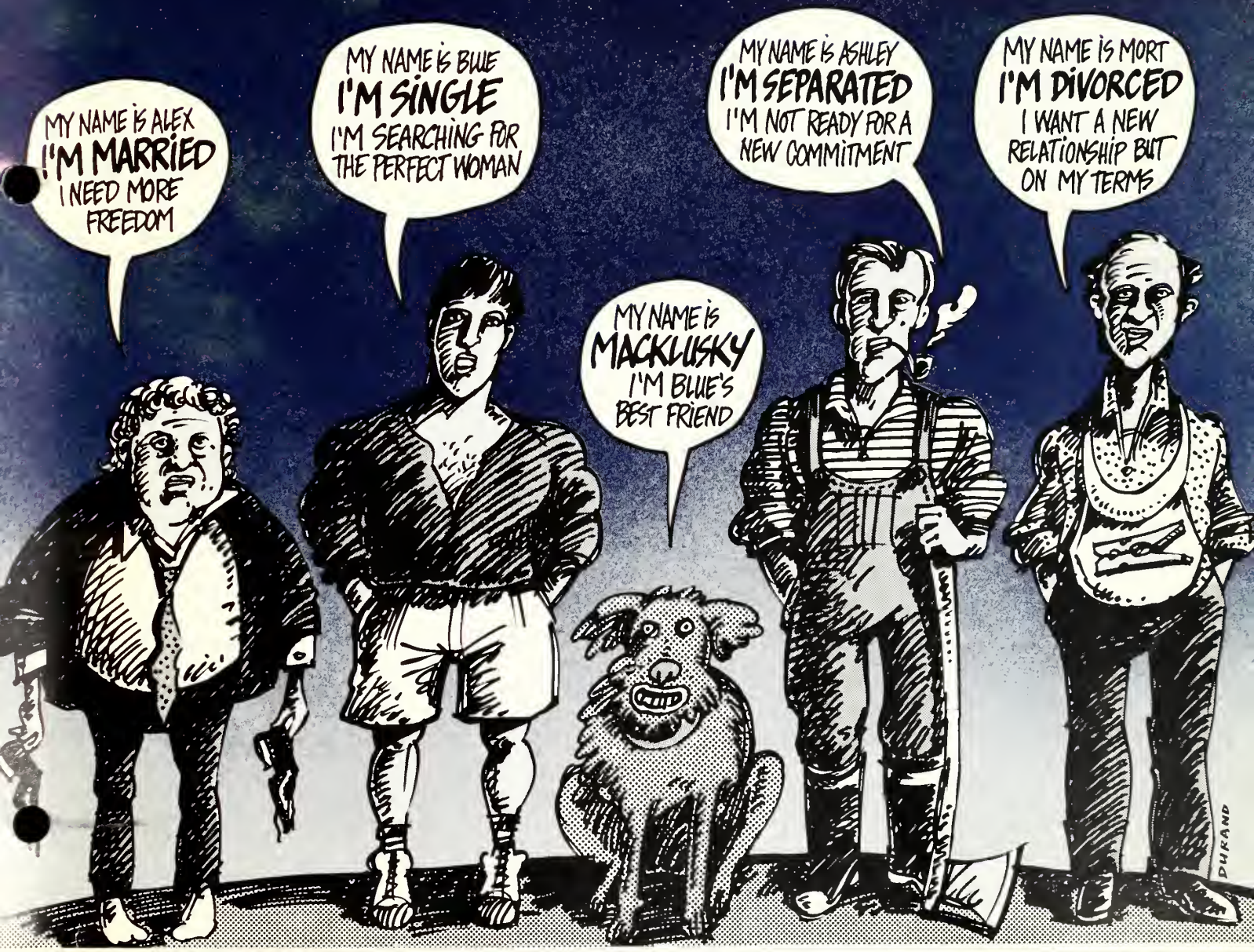
16 mm: 106C 0182 082
Video: 116C 0182 082

Atlantic Studio
National Film Board of Canada

Studio de L'Atlantique
Office national du film du Canada

A MODERN MAN'S GUIDE TO FEMINISM...

THE MASCULINE MYSTIQUE



National Film Board of Canada
Office national du film du Canada

PRODUCED BY NATIONAL FILM BOARD OF CANADA

THE MASCULINE MYSTIQUE

What do "real men" think about feminism? Can they ever learn to adjust to a relationship with a modern woman? The first in a new genre of feature-length alternative dramas from the National Film Board of Canada, *The Masculine Mystique* is an intimate glimpse into the lives of four men who are trying to find their way in the baffling, new world of male-female relationships.

Blue is in his early thirties and reluctantly single; Alex has a wife and two children — and a girlfriend on the side. Ashley, recently separated, struggles with single parenthood; Mort, divorced, anxiously pursues domestic bliss with a new partner. Scenes from their personal lives are juxtaposed with frank head-on encounters in which they openly criticize each other's short-comings and confess their true feelings about women.

A unique combination of fiction and fact, *The Masculine Mystique* tells all, in a funny, provocative and frequently poignant look at what men really think about the opposite sex.

Produced and distributed by
National Film Board of Canada

16 mm Color
Screening time: 86 minutes 40 seconds

16 mm: 106C 0184 054
Video: 116C 0184 054

National Film Board of Canada — Office national du film du Canada

Featuring:
Stefan Wodoslawsky
Char Davies
Sam Grana
Eleanor MacKinnon
Mort Ransen
Annebet Zwartsenberg
Ashley Murray

Produced and Directed by:
John N. Smith
Giles Walker

Written by:
John N. Smith
Giles Walker
David Wilson

Director of Photography:
Andrew Kitzanuk

Editor:
David Wilson

Music:
Richard Gresko

Sound Recordist:
Jean-Guy Normandin

Sound Editor:
John Knight

Music Recording:
Louis Hone

Re-recording:
Hans Peter Strobl

Associate Producer:
Ken McCready

Executive Producers:
Robert Verrall
Andy Thomson

P.O. Box 6100, Montreal, Quebec H3C 3H5 Printed in Canada